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AUTHOR Routier, Wanda J.
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ABSTRACT

This practicum was designed to develop a national model for teaching students with deafness or hearing impairments about their legal rights and responsibilities. The model included implementing a law-related education curriculum specifically written for students with deafness or hearing impairments, addressing their needs in legal knowledge and disability issues. Implementation of the practicum was achieved by conducting teacher training conferences, providing support and resources for teachers, making site visits, developing an activities schedule for a 12-week implementation period, writing portfolio assessment guides and charts, developing relationships with the media and Congressional leaders as a public relations effort, and assisting teachers with overall guidance for implementing the curriculum. Students showed increased knowledge about constitutional issues following the practicum, and teachers were positive about the training and use of the curriculum. Appendices contain the activities schedule, pretest and posttest, a curriculum evaluation form, a portfolio criteria chart, a student portfolio chart, and other relevant materials. (Contains 23 references.) (JDD)

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Improving Civic and Legal Literacy Skills of Secondary Level Deaf and Hard of Hearing Students Using the United States Constitution and Bill of Rights

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A Practicum I Report presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

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PRACTICUM APPROVAL SHEET

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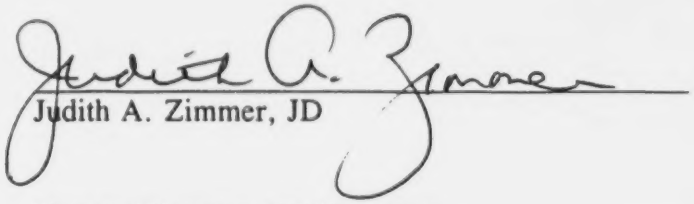

Judith A. Zimmer, JD

Deputy Director, DC Programs
Title

NICEL, 711 G St., SE, Washington, DC 20003
Address

10/2/92
Date

This practicum report was submitted by Wanda J. Routier under the direction of the advisor listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

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Joseph Gonzalez, Ph.D., Advisor

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ABSTRACT

Improving Civic and Legal Literacy Skills of Secondary Level Deaf and Hard of Hearing Students Using the United States Constitution and Bill of Rights. Routier, Wanda J., 1992: Practicum Report, Nova University, Ed.D. Program in Child and Youth Studies. Law-Related Education/ Deaf/ Hard of Hearing/Disabilities/Legal Literacy/Citizenship/Civics/ U.S. Constitution/Bill of Rights/ADA/Secondary/Social Studies

This practicum was designed to develop a national model for teaching deaf and hard of hearing students about their rights and responsibilities under the law. The model included implementing a law-related education curriculum specifically written for deaf and hard of hearing students addressing their needs in legal knowledge and disability issues including the Americans with Disabilities Act. Teacher training was an important component of the model.

The writer managed implementation of the model by conducting teacher training conferences, providing support and resources for teachers, making site visits, developing an activities schedule for a twelve week implementation period, writing portfolio assessment guides and charts, developing relationships with the media and Congressional leaders as a public relations effort, and assisting teachers with overall guidance for implementing the curriculum.

Analysis of the data revealed that students were more apt to learn and retain legal and civic information if presented using effective law-related education teaching strategies. A comparison of pre and post test scores show increased knowledge about Constitutional issues related to daily life. Teachers' positive comments about training and use of the curriculum indicate successful implementation of the model.

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CHAPTER I

INTRODUCTION

Description of Setting

The work setting for this writer is an international non-profit organization headquartered in a major metropolitan city. The organization is over fifteen years old and currently has twenty-six full time employees. The organization seeks to promote increased opportunities for citizens to learn about the law, their legal rights and responsibilities, and the American legal system. The organization has many programs providing training for teachers and law students, and sponsors educational programs for secondary and elementary school students. In addition, active programs are taught in facilities for those incarcerated in juvenile justice, local, state and federal corrections facilities. The organization has published curricular materials including several textbooks.

One of the new programs of the organization is the project to bring law-related education to students with disabilities. Initially, the program targeted deaf and hard of hearing students. A major law-related education curriculum for deaf and hard of hearing students was written during the first year of the program. The curriculum is based on legal and civic information needed for daily life skills as a citizen in a democratic society and geared specifically toward students with disabilities and their unique needs. The writer piloted and revised the curriculum at a major center educating deaf and hard of hearing students. Written the following

year, a second curriculum concentrating on the United States Constitution and Bill of Rights was piloted and field-tested during the 1991-92 school year. Due to enthusiastic response to the program and numerous requests for the curricula to be used with other exceptionalities, the program expanded to include school programs serving students with disabilities.

The next two years are the national dissemination phase of the program. Schools from across the United States will participate in field-testing of the curricula, teacher training, and student assessment.

Problem Setting and the Writer

Populations selected for this practicum project were secondary level deaf and hard of hearing students attending public and residential school programs. Although there were over twelve school districts involved in the field-test program on a national basis, only three were studied in this practicum. The school districts included a suburban public high school near a major city, a somewhat urban public high school, and a residential school for deaf and hard of hearing students located in a somewhat rural setting. The schools were distributed throughout the United States.

The writer served as program director of the law-related education program for students with disabilities. The writer's education includes a Bachelor of Arts degree in Music, a Master of Arts degree in Special Education-Hearing Impaired with state certification in music, special education and school administration. Previous experience includes performing as a professional musician, teaching music, teaching deaf and hard of hearing students in public and residential schools, and

serving as department chairperson for the itinerant deaf and hard of hearing department in a large public school system.

During this practicum the writer was responsible for managing and administering the law-related education program for students with disabilities. This included administering two grants from federal funding sources, program and curricula development, budget management, site recruiting, development of Congressional and political partnerships, and grant writing. Additional duties of the position included hosting and presenting national teacher training conferences, management of teacher support networks, travel to train and support projects across the country, and presenting workshops at national and international law and education conferences.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

While working with deaf and hard of hearing students, this writer observed that many educational programs lack an effective component to teach civic and legal literacy issues. Deaf and hard of hearing students are often not exposed to information about citizenship, civic and legal protections, rights and responsibilities guaranteed by the United States Constitution and Bill of Rights, or protections, rights and responsibilities provided by disability legislation. Deaf and hard of hearing students generally do not possess adequate civic and legal literacy skills to become fully mainstreamed in society as educated, informed and active citizens. The majority of information that would help students gain this competency is beyond the reading and language level of most of these students preventing them from learning and/or retaining this important information.

Problem Documentation

Evidence of the problem was supported by observations, interviews, student work and evaluations. During the 1990-91 school year two classes of approximately fifteen deaf and hard of hearing students attending a public residential school for the deaf took a pre-test to evaluate prior knowledge of basic secondary level civic and legal information. Only three of the approximately fifteen students answered

more than half of the questions correctly. Written and oral work by students revealed confusion over the meaning of legal concepts and terms. Student test scores and class work showed a general tendency toward below grade level reading and language ability.

While observing these students in school, the majority displayed difficulty understanding and following school rules and regulations. In the residential setting interviews with student life staff revealed these students had even greater difficulty adhering to dormitory rules, regulations and basic civic responsibilities.

Causative Analysis

The writer believes there are four causes for the stated problem. First, it is very difficult to locate specialized curricula teaching concepts of citizenship and legal issues pertaining to deaf and hard of hearing students. Reading and language levels tend to be too high and too abstract for students to comprehend. Most available materials omit specific examples dealing with the special needs of deaf and hard of hearing students. These special needs include the student's right to interpreter services, assistive listening devices in public facilities, hearing dogs, and visual safety devices such as doorbells and smoke alarms.

Second, teachers of these students are not trained to use successful law-related education strategies that provide deaf and hard of hearing students with motivating and relevant civic and legal information. A third cause of the problem are state education requirements that mandate citizenship education but neither provide specialized materials nor a realistic time frame to allow proper teaching of the requirements accommodating the unique learning needs of the students.

Finally, deaf and hard of hearing students do not understand the importance of civic and legal information. Many students tend to remain in the close knit residential community even after graduation and so do not recognize the need for active civic participation to improve services for themselves and others.

Relationship of the Problem to the Literature

A review of the literature shows little research on the topic of civic and legal literacy needs of students with disabilities. The preliminary literature review shows DuBow (1986), Gardner (1985) and Leone, Rutherford and Nelson (1991) discussing deaf and hard of hearing and other students with disabilities in the juvenile justice system.

Other literature gives evidence to the problem created when students with disabilities, including deaf and hard of hearing students, are not literate in civic and legal issues. Moose (1983) states that deaf and hard of hearing students have been ignored and inadequately represented in legal issues and enter the adult world of citizenship and civic responsibility unable to participate effectively in this litigious society.

Gardner (1985) indicates that deaf people, if arrested, frequently cannot understand written Miranda warnings due to complex vocabulary and language used. According to Wilbur, Goodhart & Fuller (1989), studies have demonstrated that deaf and hard of hearing students at eighteen years of age did not possess fluency in English that a hearing ten year old student possessed.

Fruchter, Wilbur & Fraser (1984) state that when trying to understand idiomatic expressions, deaf and hard of hearing students understand more idioms if they can relate the literal meaning to their real

world experience. According to McNeill & Harper (1991), deaf students usually find idioms difficult to understand because of their abstract nature. These students tend to need clarification of the meaning of idioms to fully understand and use them in the proper context.

Due to their acknowledged difficulty with double meanings, idiomatic expressions, and legal concepts, deaf and hard of hearing students have trouble comprehending civic and legal issues because they lack exposure to legal vocabulary and terms. Moose (1983) states that while hearing students assimilate their knowledge of citizenship, law and the legal system through the media, periodicals, and parents, deaf and hard of hearing students do not gain even a rudimentary knowledge in this manner. Erikson (1987) states most deaf and hard of hearing students receive their legal education from school and peers. There may be several causes for this. First, at the college level, most deaf students have a reading level of fourth grade or below making legal writing difficult to comprehend.(Erikson, 1987). Second, many television broadcasts are not closed captioned, or if they are, like much printed media, present unfamiliar or abstract concepts and terms incomprehensible to these students. Many deaf and hard of hearing students do not listen to the radio for news and many have no communication system they use with their parents making everyday conversation difficult.

According to Bateman (1991) deaf adults " . . . Feel a sense of 'civic disenfranchisement' where they feel they have little voice in the decision-making processes that would involve their political, social and economic futures" and do not totally understand such issues as politics, political activism, social issues, or civic rights and responsibilities. Bateman (1991) states there appears to be two schools of thought in the

deaf community limiting civic participation. First is the idea that most deaf people do not have the educational experience to understand fully and participate in political and civic activism so they leave it to the "educated few." Second, many of those who are active at the community level are only interested in "deaf issues" and see no link between themselves and other issues of concern to the greater community and general population.

Leone et al. (1991) indicate that disabled juvenile offenders are more likely committed to correctional facilities due to a lack of daily living, social skills, and poor comprehension skills when given warnings or being questioned by police. They suggest that law-related education may be appropriate for this population because it teaches students their rights and responsibilities, gives a connection to the community and a sense of belonging.

Continuing on the idea of belonging, Johnson and Hunter (1987) both cite the *social control theory* which states that people stay within societal norms because of a bonding and attachment with, commitment to and involvement and belief in a specified set of behaviors and expectations acceptable to a society. It may be difficult for deaf and hard of hearing people to bond with and feel a commitment to a system that excludes their needs preventing them from participation in community activities such as the theater or political speeches if no interpreters or assistive listening devices are provided.

Gardner (1985) states frequently deaf people do not know their rights and entitlements under the law and go to trial without the use of a qualified interpreter. DuBow (1986) cites several shortcomings when deaf people are not aware of their rights or responsibilities. Deaf parents may not know they can request qualified interpreter services to help them

understand charges and proceedings against their child. Deaf and hard of hearing people may not know their rights and responsibilities in daily living situations such as employment, housing, or consumer law and civil rights protections. Deaf and hard of hearing people often are unfamiliar with the term "Constitution" and the concept of a national Constitution that is critical to understanding rights, responsibilities and protections under the law. According to DuBow (1986), if deaf and hard of hearing juveniles are not taught rights and responsibilities, the cycle of criminal conduct will continue.

The American Bar Association (1990) cites several recommendations for knowledge of law in daily life. As members of a democratic society citizens should know their rights and responsibilities. Citizens should know their role in changing and improving law and the legal system to insure equal justice for all people. As consumers, citizens need to know consumer protection laws. Family law is important because of relationships such as parents and children, marriage and divorce, and issues such as wills and estates. Citizens need an understanding of employment law to be aware of employment discrimination, equal opportunity, safety requirements and benefits. Citizens should know the process of criminal law to protect themselves against crime.

The Legal Literacy Survey Summary by the American Bar Association (1989) discusses the need for developing and distributing legal resources to non-traditional populations including people who are disabled and non-English speakers. The survey gives the following definitions of legal literacy. Among respondents, 47% said people are legally literate " . . . when they develop the ability to make critical

judgments about the substance of the law, the legal process, and available legal resources and can effectively utilize the legal system and articulate strategies to improve it." Legal literacy was defined by 38% " . . . as the ability to apply legal rights to daily life" and 18% said people are legally literate when they can " . . . understand how the law can help them improve their lives." According to Otto (1990), citizenship literacy is not a luxury but a necessity to enhance the country and produce educated, informed, active and participating citizens.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal of the writer was that deaf and hard of hearing students would possess the knowledge and experience necessary to improve civic and legal literacy skills. This goal included providing adequate teacher training and appropriate materials so classes were interesting and students were motivated to learn and retain the information.

Expected Outcomes

There were several specific outcomes this writer expected to achieve through implementation of this practicum. As an outcome of this practicum, a national model for using law-related education with deaf and hard of hearing students was used by the writer's organization and available for replication by state law-related education coordinators. This was accomplished through the national network of law-related education personnel, workshops and training on-site by request, and workshops at national conferences.

Three secondary school settings were used including a somewhat rural state residential school for deaf and hard of hearing students, a suburban public school providing mainstreamed and elective classes for deaf and hard of hearing students, and a somewhat urban public school providing resource classes for deaf and hard of hearing students. Students were taught using the specific law-related education curriculum

"Rights of the People" written for deaf and hard of hearing students on the topic of the U.S. Constitution and Bill of Rights. The curriculum was taught using effective law-related education teaching strategies including use of outside resource people, mock trials, case studies, brainstorming and cooperative learning. Students experienced small group participation and presentations involving peer teaching. Teachers received two days of intensive training in law-related education before the start of the project, and received on-going support from the writer during implementation.

Measurement of Outcomes

To measure outcomes of student learning, several assessment tools were used in the classroom. Because this project was infused into the regular school curriculum and individualized education plan (IEP) objectives for each student, assessment was required to provide class grades. Students offered examples of rights and protections provided by the U. S. Constitution and Bill of Rights. Oral, written and media examples of rights and protections were accepted.

Students gathered a portfolio to present in class as a demonstration of learning. Portfolios contained news or magazine articles, art work, literature, or other materials relevant to the U. S. Constitution and Bill of Rights. Portfolio presentations represented a variety of the meanings, interpretations and influences the U. S. Constitution and Bill of Rights has had on the nation, society, and/or the individual. The complexity and focus of the presentations varied, but most presentations were approximately 5 minutes or more in length.

Portfolios were an alternative to a written test requiring recall of

facts from memory. Because these students have varying learning difficulties including reading and language comprehension and written language skills, traditional written tests are generally not an accurate assessment of student knowledge. By giving students the opportunity to be creative and compile items of their own interest, they demonstrated their interpretation and understanding of the material in a real and meaningful way. In addition to the portfolio, a written pre and post test was administered. The two tests were compared to see if further understanding of basic Constitutional concepts or issues took place.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

Deaf and hard of hearing students tend to have difficulty learning and retaining information about their rights and responsibilities as a citizen leading to legal and civic illiteracy. Informed and participating citizens are important at the local, state, national and international levels. Deaf and hard of hearing students frequently do not participate at their school which can lead to misunderstanding of rules and behavior that results in disciplinary measures.

The literature offers several possible solutions to the problem of legal and civic illiteracy in deaf and hard of hearing students. Law-related education is cited as a possible solution with legislation recommending this form of education for students. The Law-Related Education Act of 1978 states that " . . . Law-related education (LRE) equips non lawyers with knowledge and skills pertaining to the law, the legal process, and the legal system, and the fundamental principles and values on which these are based" (American Bar Association, 1983). It advocates teaching law-related education to develop the knowledge, skills, understanding and attitudes necessary to function in a society based on the rule of law, inform students how the legal and political systems function and how they as individuals fit in the system. The Act also emphasizes applied skills usable in daily life, encourages students to be an active participant in the learning process, and supports the fact

that citizens enjoy rights as well as responsibilities under the law.

Hunter (1987) cites a study by the Social Science Education Consortium and the Center for Action Research for the U.S. Justice Department's National Institute for Juvenile Justice and Delinquency Prevention (NIJJDP) revealing that law-related education, when taught using specific standards, can serve as a deterrent to delinquent behavior, increase knowledge of law, encourage positive behavior, improve attitudes related to responsible citizenship, reduce the use of violence to solve problems, improve school attitudes, improve the likelihood of law-abiding behavior and improve self image. Effective standards that affect the success of law-related education include classroom use of outside resource persons, sufficient quantity and quality of instruction, judicious selection of illustrative case materials, teaching strategies that foster true student interaction, involvement of important school administrators, availability and use by teachers of professional peer support. These strategies have proven effective in motivating students to learn and participate in civic and legal responsibilities.

Arbetman, McMahon and O'Brien (1991) state that law-related education allows students to learn, refine and use critical thinking skills that can be applied to significant issues, problems, and solutions of the individual and society. Kagan (1991) and Slavin (1991) suggest cooperative learning, an important component of law-related education, as an effective way to build students' skills and make learning an active rather than passive experience.

The American Bar Association (1990) states that challenges such as inadequate knowledge of law and the legal system can be met through civic education. According to Peach (1988), "A functional

approach to 'legal' literacy requires students to know enough about the law to have an awareness and appreciation of how it affects their daily lives." Peach continues by saying that students need to " . . . Understand how the law affects their rights and responsibilities in the school setting." If students have this understanding, they can " . . . Gain an appreciation of how and why the law affects their everyday lives" leading to legal literacy.

Bateman (1991) suggests several factors to " . . . Foster a better understanding and appreciation of political activism among members of any deaf community."Educators, legal and civic leaders, and leaders in the deaf community according to Bateman (1991), should work to instill "Positive feelings among deaf people that they can make changes in their lives and community," develop a positive self-image in deaf people, give opportunities for " . . . A strong education foundation in American politics, reading and writing." Bateman (1991) continues by discussing what is needed to encourage civic and political activity. Leaders should provide a " . . . Good understanding of the American political system and political activism," and encourage an interest in general social and political issues, not just deafness-related topics.

An important component of any project leading to improved understanding of civic and legal issues among deaf and hard of hearing people is equal access to public events. This would include providing assistive listening devices, interpreters, relay communication services and text telephones (TT) in public offices allowing direct communication. With the passage of the Americans with Disabilities Act of 1990 such accommodations are now required by law and may have a great impact on the civic participation of people with disabilities.

Bateman (1991) suggests leaders provide opportunities for

" . . . Positive relationships and interactions with hearing legislators," advocate and lobby for more captioning of television programs including news and special events, raise awareness to have " . . . interpreters readily available for public community and political functions," and to educate students in the common goals stated by deaf leaders which include improvement of educational, economic, social and civic lives of deaf and hard of hearing people so standards and services are equal to those experienced in the hearing community. Eveslage (1990) cites studies that show the value of experience, especially the school experience in teaching citizenship because of personal background knowledge students bring to learning. Eveslage (1990) claims students will become active, participating citizens only if they are able to experience Constitutional freedoms such as freedom of expression, thinking, speech, and believe they can change the system.

According to Otto (1990) citizenship education must include an awareness for students " . . . of their privileges [and] their obligations" and gives suggestions for improving citizenship literacy. First, teachers should determine what prior knowledge students bring to the class, and stay current of Constitutional issues at all levels (local, state, national) to discuss these with students to instill in them an interest in government and citizenship issues that will continue throughout their lifetime. Second, students should be encouraged to know current events and how they apply to Constitutional issues and what they as students can do to change their world. Third, every student should have a personal copy of the United States Constitution to use on a regular basis in order to check, clarify and refer so they become familiar with Constitutional application in daily life.

The American Bar Association Legal Literacy Survey Summary (1989) states that legal education programs are growing with 43% of respondents planning to expand their outreach programs in the next year. Respondents state several objectives for public legal education programs: 41% state the objective of a public legal education program is " . . . to promote an understanding of the role of law in society and improve participation in community life," 25% state the objective is " . . . to increase understanding of the law as a means of identifying personal legal problems or concerns," 20% state the objective is " . . . to increase understanding of the law as a means of protecting civil liberties/civil rights," and 14% state the objective of a public legal education program is " . . . to increase understanding of law as a means of encouraging participation in the political process."

There are other ideas that warrant exploration. Deaf and hard of hearing students frequently are unsuccessful when taking written assessment instruments due to poor reading and language skills. The use of student presentations in class can be beneficial to assess student knowledge and improve student self-esteem by providing an avenue of expression in which they can succeed while sharing concepts learned. These presentations involve students in peer teaching which may help students learn and retain information they must present.

Use of media can be effective to relate Constitutional issues to current events and can demonstrate an immediate need for the knowledge being learned. When relating new information to an immediate need or interest of the student, deaf and hard of hearing students tend to retain information better than when read. Media is effective because it is relevant to students. Media use can be designed

as an interdisciplinary teaching tool providing a cross-curricular linkage of information. Language, reading, social studies, and other subject lessons can be built around the use of media in the classroom. Media such as political and comic cartoons, newspaper and/or magazine articles, captioned television shows and/or commercials, and captioned cinema movies can all help to relate somewhat abstract Constitutional issues to a real situation occurring in daily life.

Bear and McIntosh (1990) discuss the use of media as an effective method of teaching reading comprehension. They suggest using the four steps of predict, read, confirm, and resolution found in the Directed Reading-Thinking Activity (DR-TA) to determine prior knowledge students bring to class and to teach comprehension of reading materials including media and legal cases. These ideas with suggestions from the literature combined to impact solutions used in this project.

Description of Selected Solution

The solution chosen by the writer was implementation of a law-related education program using curriculum based on the United States Constitution and Bill of Rights and written specifically for deaf and hard of hearing students.

The writer would serve as coordinator of the project where three schools would implement the curriculum "Rights of the People." During the implementation period, students would be taught several lessons from the curriculum "Rights of the People." The curriculum presented would include lessons from Unit 1 "Your Rights" and Unit 2 "Bill of Rights in Action." Since school and classroom situations differ, individual teachers and their supervisors, with guidance from the writer, would

select specific lessons to be taught that would meet the needs of their students. A written pretest would be administered initially to determine the level of prior knowledge and understanding students bring to the class (see Appendix B).

Specific successful law-related education teaching strategies would be used to enhance students' capacity to learn including brainstorming, cooperative learning, small group participation, use of resource people, case study method, mock trials, group and individual presentations, peer teaching, discussion of controversial issues, development of critical thinking skills, discussion method, and expressing and defending opinions.

Students would collect items for a portfolio to demonstrate their interpretation and understanding of the information presented. Oral presentations of their portfolio would be given to demonstrate the relevance of topics studied and information learned. Students would be required to answer class or teacher questions .about their presentation. The portfolio presentation would be in addition to a written post-test (see Appendix C).

Teachers received a two day training session in law-related education and the curriculum prior to implementation. Continued support would be in the form of telephone and/or text telephone (TT) communication, correspondence, and/or an on-site visit.
State law-related education coordinators would be contacted to provide assistance to schools as needed.

Five factors influenced the success of this project. First, teachers, administrators and school officials were very enthusiastic about the project and embraced it as a real opportunity for students and teachers.

Second, students were taught information specifically focused on their needs as deaf and hard of hearing people. Information taught students their rights and protections under the law including disability legislation, something not usually taught in schools. Third, successful law-related education teaching methods were used concentrating on interactive and experiential learning, successful strategies with deaf and hard of hearing students.

Fourth, students were exposed to "real" professionals as resource people. They had the opportunity to talk with and question professionals such as lawyers, police, and others right in the classroom. This gave them first hand experience and a role model from which to frame opinions and future participation in their community and nation. When possible, professionals with disabilities were used to serve as inspiring role models. Finally, the writer has the resources and expertise to serve as coordinator of the project, subject matter expert and to help meet the individual needs of teachers and students.

Report of Action Taken

The first step in implementing the new curriculum was to provide training and support to teachers. After an initial training conference teachers were better equipped to return to their classrooms and use the curriculum. A site agreement was approved by the site and the writer so implementation could proceed (see Appendix H). When teachers began planning preliminary lessons to the curriculum, support by means of telephone communication occurred regularly. Teachers had questions about the content especially specific case law and legal terminology. They felt comfortable with basic facts about the Constitution and Bill of

Rights, but needed clarification about other details presented in the lessons. State LRE coordinators were notified that a teacher from their state was participating in the project and communication and assistance was provided to teachers as needed.

Teachers administered the pretest after leading a discussion of basic facts about the Constitution and Bill of Rights necessary to review students' knowledge. Deaf and hard of hearing students often have difficulty recalling information if it has not been learned and embedded through experience. In order to reinforce previous learning, review is an important tool used to provide a basis for new topics. After the pretest was administered and scored, teachers began teaching selected lessons in the curriculum. Support for teachers continued by telephone and requests for specific resources were received and responded to. Teachers continued to follow the activities schedule (see Appendix A) making minor adjustments in time periods as necessary. They were encouraged to video tape class sessions to share with other teachers at future conferences and to get students comfortable in front of a camera in preparation for portfolio presentations.

At this point the writer planned a major regional conference for site participants and other special education professionals. This two-day conference occurred during the second week of this practicum and was a law-related education training conference. Prior to the conference the writer sent announcements, took registration, arranged for the keynote speaker, planned the agenda, worked with colleagues who would assist by presenting concurrent workshops, prepared handouts and conference folders, and worked with the public affairs department on public relations. Members of Congress were notified that educators from their district or

state were attending the conference. Several sent letters of welcome addressed to their constituents. A U. S. Senator active in disability issues was asked to speak at the plenary session, but declined because of scheduling problems. The Senator wrote a letter of welcome to conference participants that was duplicated and placed in the conference folder distributed to each participant.

The first day of the conference was for special education professionals. The morning opened with a plenary session of welcome, introduction and a keynote speaker. The speaker was a lawyer from the U.S. Department of Justice who spoke about the Americans with Disabilities Act (ADA) of 1990. The speaker, who was deaf, worked on the effort to pass the ADA and currently works with ADA compliance and complaint issues. For many participants, it was their first experience with a keynote speaker who was deaf. Several interpreting situations were simultaneously occurring including voice interpreting for the speaker to aid hearing participants who do not understand sign language, the speaker's mode of communication, sign language interpreting for voiced questions addressed to the speaker and sign language interpreting for voiced questions so audience participants who were deaf could understand audience questions. While the scenario is normal to many working in the field of disabilities, for many participants, including members of the writer's organization, it was their first exposure to simultaneous interpreting.

After the keynote session, the agenda called for several tracks of workshop sessions. Site participants attended one track while other attendees selected other tracks. During the afternoon all conference attendees selected sessions of their choice. Sessions presented lessons

from the curriculum where participants experienced law-related education methodologies. Sessions included introduction to law-related education, employment law, criminal law, housing law and the ADA.

All site participants met in session to discuss the project in their classroom and receive further training in use of the curriculum. A session on portfolio assessment was presented to familiarize teachers with the method, discuss the portfolio charts (see Appendices E & F) and portfolio presentations and to answer questions about the portfolio process. Teachers received the information with some skepticism mainly because most of them were unfamiliar with the portfolio process. Those who had heard about portfolios or had attended inservice meetings about the topic were more positive about using portfolio assessment. Having several samples of student portfolios would have been helpful to show teachers what a portfolio might look like. Interestingly, a geographical trend seemed to emerge. The teachers from the residential school and public school on the east coast had heard about portfolio assessment while the teacher from the school on the west coast had not heard about it before. This was true of the remaining site participants as well. Those from different regions paralleled the knowledge level of the three participants in this practicum project.

The second day of the conference was attended only by site participants. The three teachers involved in this project were included and participated actively. The morning began with a session presenting a lesson from the second curriculum unit, Bill of Rights in Action. The lesson was the case of *In re: Gault* that is about the Fourteenth Amendment and due process rights of juveniles. Teachers were very involved in the activities and discussion for this case.

The remainder of the day was spent with teachers briefly sharing their classroom experience. The teacher from the residential told what the class had done and plans to do. They started a class scrapbook with pictures of class activities and their critiques of law-related films and videos they see in class. The class was very creative. After they viewed a film or video, they collectively decided on a rating similar to the four star rating system only instead of using stars, they used the sign language sign for "I love you" which is a one-handed sign. Film and video reviews received from one to four signs according to how the students liked the film and its relevance to Constitutional issues. This teacher, who is deaf, shared many unique ideas that the class had developed to enhance their learning.

The teacher from the public school talked about how well the curriculum fit into the school's *Contemporary Issues* class where current topics are related to law and the Constitution. This teacher arranged to teach one to two lessons from the curriculum per week, depending on the complexity of the lesson and amount of background knowledge required to preteach. The teacher shared student reactions and participation in the lessons. At the initial training conference, teachers took part in a mock trial. The trial was such a valuable learning experience that this teacher went back to the classroom very excited about the project and shared the experience from training. Students were eager to put their new experiences with the curriculum to use by doing a mock trial. The teacher combined the mainstreamed class with the resource class of deaf and hard of hearing students to work together on the mock trial. Students selected a mock trial from the materials and were preparing their roles and arguments. The teacher asked the writer for assistance in

locating someone from the community to serve as judge for the case. This teacher closed the presentation by inviting local teachers to the mock trial that was during a school day in mid-April.

The teacher from the public school on the west coast brought a video of the class doing a lesson from the first unit, "Your Rights." The students were not accustomed to law-related education methodologies such as working cooperatively, expressing and defending opinions, or brainstorming. This teacher worked quite hard to get the students involved and accustomed to active classroom participation. After the first few lessons they began to participate more and became actively involved in class activities. The time of sharing was very successful and helpful to participants. It was suggested that the next conference allocate more time to sharing of ideas and experiences.

After the conference, the writer began follow-up activities that included compiling additional resources teachers requested, and locating resource persons for the classroom. The mock trial in the public school was scheduled for the next week, so the writer began working right away on contacting several local attorneys who enjoy working with students in the classroom. When an attorney was located who agreed to serve as a judge, the trial details and fact pattern were faxed and telephone communication occurred every other day to be sure the attorney was comfortable with the task. A great deal of the communication was briefing the attorney on what to expect during a mock trial where deaf and hard of hearing students are participating. The use of sign language and interpreters and how that might effect the legal issue of hearing statements directly from witnesses, and the use of assistive listening devices in a courtroom were discussed. Even though

the mock trial occurred in a classroom, the attorney wanted to make it as real as possible concerning procedure and legal issues.

In addition to the attorney, the writer began a public relations effort to publicize the trial. School officials were contacted through the teacher and the necessary clearance was given to pursue media coverage. The writer worked with the public affairs office in the organization to draft several press releases to be released a few days before, the day before and the morning of the mock trial. Press releases were sent by fax to major newspaper, news magazines, radio and television stations in the metropolitan area and other major cities. Follow-up calls were made by the public affairs department and the writer to be sure the media was aware of the trial and the uniqueness of the setting in a public school class of deaf and hard of hearing students using sign language, interpreting and reverse interpreting, and the fact that students prepared the case during their school class

The writer made a site visit to the school on the two days of the mock trial to assist the teacher with details and serve as liaison with the media. This worked out very well because the teacher could concentrate on the students and their needs while the writer concentrated on the needs of the media and provided assistance to the teacher. After making last minute media calls in the morning, the writer went to the school for the site visit and mock trial. The principal and assistant director of the auditory program for the school system were there to meet and talk with the writer. Both were very excited about the project and the mock trialand stated the project would continue in the school district beyond the initial time period because it is important for students to know the information.

Media coverage included a local newspaper reporter and

photographer, and the anchor of the local cable television evening news, videographer and technician. Because media coverage is never guaranteed due to unexpected news preempting other plans, the writer was very pleased to see two forms of media represented. As the videographer and photographer began setting up their equipment in the classroom, students began arriving and were full of questions about the equipment and coverage by the media. They were very excited about being on television and in the newspaper and several began to get nervous about their role in the mock trial. The videographer and photographer both had specialized lights they set up along with tripods and several cameras. It was a good learning experience for students because they were able to ask the people questions and see the equipment first hand. The videographer and photographer allowed the students to use their equipment before the trial began. The language barrier and use of interpreters were not a problem during the communication between media people and students.

The mock trial began and continued as a real trial would. The case was about child custody and parental abandonment. The students selected the case because one of the young children in the case was deaf and felt that fact had relevance to them. Each side presented its case, called witnesses, and gave opening and closing arguments. Because the trial occurred during a school period, only fifty minutes were allotted for the trial. The teacher anticipated that would not be enough time to complete the trial so students gave arguments on the first day, then the judge returned the next day to give the decision.

During the trial television cameras were filming the entire proceeding and the news anchor was taking notes. The newspaper

reporter was also taking notes while the photographer was taking pictures. After the closing arguments for the day, both reporters interviewed students, the teacher and the writer for information about the class, the trial and the project. That evening on the six, seven and ten o'clock cable news a segment was devoted to reporting the mock trial. A video clip of the trial, interviews with a student, the teacher and the writer were shown and background information about the class and the project was given. The news anchor concluded the segment by stating that as in real court, the decision would be handed down at a later time.

The next day the writer and attorney as judge returned to the class to hear the decision. The judge not only gave the decision, but had prepared a trial brief that was duplicated for the students. After the decision was announced and the brief reviewed, the students asked the judge questions about law as a career, then the class had an informal celebration. The writer presented the class and teacher with certificates for successful completion of their first mock trial. The judge also received a certificate for volunteering so much time to the mock trial. Formal thank you letters were sent the following day to the media, the teacher, and attorney.

The media was not present on the second day, but called the writer later in the day to obtain the decision. Students discussed the television coverage the night before and felt proud they were able to represent their school on television. The newspaper ran two articles with photographs within the week. The teacher reported there was great enthusiasm from students about the rest of the lessons and the project.

Several weeks after the mock trial at the public school, the teacher from the residential school arranged for a class visit to the state

correctional facility near the school. Students were hand cuffed, fingerprinted and experienced an intake interview, a body search, and other requirements as though they were being incarcerated at the facility. They toured the facility and had the opportunity to talk candidly with guards and residents. Pictures were taken of some experiences of the students, but not all areas were allowed to be photographed. Students asked many questions and talked with the guards and residents about current issues of crime, violence and the rise in prison populations. The communication factor of using interpreters did not appear to be a problem for the guards, residents or students.

When they returned to the classroom, students wrote about their experience using the student comment sheets (see Appendix G) and put together more of their scrapbook using pictures from the trip. This class also did a mock trial, had a police officer visit the class to talk about crime and their job, and experienced many lessons from the curriculum. After the initial training that occurred during first semester, this teacher returned to the residential school and requested that a second semester class be added to the school curriculum built around this model and using the materials and activities schedule (see Appendix A). The request was granted and the class entitled *LRE* or *Law-Related Education* was taught as a second semester class.

During the seventh week of the implementation period, the writer made a site visit to the public school on the west coast. Many arrangements had been made prior to the visit by telephone communication. The teacher had many questions about involving students in more experiences. There was a student teacher in the class who taught most of the curriculum during the semester. The teacher

shared training information with the student teacher and several teleconferences were made to discuss resources and ideas for the class and answer questions.

The teacher put a display about the Constitution on a wall-length bulletin board. Pictures and a description of the branches of government in the shape of a tree with branches were on the wall. During the discussion about the branches of government, the teacher also had a language lesson on the different uses of the word *branch.* Students had the task of selecting two Amendments from the Bill of Rights and writing them on a strip of poster board. Then they were assigned to find pictures, articles, cartoons or other media that was an example of the rights protected by the amendment. Each student gave an oral class presentation about the Amendment and their example. After the presentation, they went to the wall, pinned the Amendment on the wall, and with strands of yarn, connected it to the picture. The result was a large collage of current events linked to Constitutional Amendments in a very effective, visual way.

The writer participated in a class during the site visit. The student teacher was doing a lesson about writing laws with an example of a vague law in a community and citizens requesting exemptions to the law. The student teacher had the class select roles they wished to play either as a citizen or a member of the city council that would approve or disapprove the request. The writer was placed as a member of the city council. Students approached the council and made their request using props appropriate for their role. City council members asked questions and voted on each request. At the end of the role-play the student teacher led the class in a discussion about rules for writing effective laws.

The teacher, student teacher and this writer had a conference session prior to and after the class. Questions about the lessons and legal topics were discussed. After class the teacher and student teacher shared their critique, comments, suggestions and data they collected about the curriculum. This discussion was very informative to the writer.

Toward the end of the implementation period this class held a mock trial. The teacher was able to locate a judge from a local court who was involved with the deaf community and could use and understand sign language. The students were very surprised to see a real judge in their class who could communicate with them without the use of an interpreter. Because of the easy of direct communication, the mock trial was a success and a valuable learning experience for the students.

All three teachers requested further discussions the portfolio presentations that occurred at the end of the semester. Teachers wanted to know if their students were collecting appropriate materials. It appeared the teachers needed some reassurance they were carrying through with portfolio assessment in the way it was intended. The teachers and students had never experienced performance based assessment such as portfolio collection so it was a learning experience for both. The teachers used the portfolio charts (see Appendices E and F) and adjusted grade requirements according to the abilities of their students.

The most difficult item in implementation of this project was the use of portfolio assessment. Teachers were open to the idea, but because they had never used it before, and did not know anyone at their school using portfolio assessment, they were timid to step out on their own and try it. With the support and training through this project, all of the teachers

did use portfolio assessment and found it to be very effective with their students. The writer did not see any portfolio presentations in person, but viewed them on video tape made in the classroom. Portfolios contained varied materials including newspaper and magazine articles and summaries, comics, artwork, creative writing articles, audio cassettes of songs, posters, and written reports. Students were nervous standing in front of the class giving their reports, especially being video taped, but the presentations were successful for a first time experience.

During implementation of this project, the writer attended two national conferences for special education professionals, one specifically for administrators of programs for deaf and hard of hearing students. Information about the project was made available at the first conference and a formal presentation was made at the second conference for administrators of programs for deaf and hard of hearing students. From that presentation many inquiries were made and several new sites have joined the project. Further dissemination occurred after the time period of this implementation period with additional presentations at national conferences.

At the end of this project, the writer compiled all information sent by teachers and made it available to site participants. Teachers were encouraged to use the Curriculum Evaluation Form (see Appendix D) but none of them did, so telephone communication was made to gain information from teachers about their experience. Teachers felt a need for a more personal evaluation so either shared comments by telephone or notes of their own design. Teachers collected video tape of class sessions and special events such as mock trials, and portfolio presentations. These video segments were shared with all teachers at

the Summer Institute.

After the implementation period, all site participants gathered for a Summer Institute where they debriefed the first year of implementing the new curriculum and planned for next year. Each school district will continue the project next school year with many schools adding more teachers to the project. The curriculum *Rights of the People* was revised based on comments from the teachers and their experience in the classroom. The writer has gathered a sampler of materials from the curriculum to disseminate to people requesting additional information and sample lessons.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

The general setting for this practicum was a small, non-profit organization in a large, urban city. Implementation was coordinated from the organization, but carried out in three distinct school settings. The first was a suburban public high school near a major city, the second was a somewhat urban public high school, and the third was a state residential school for deaf and hard of hearing students located in a somewhat rural area. The specific setting in these schools was a class for deaf and hard of hearing students.

The problem that was solved through this practicum was one that has recently been recognized in the education of students who are deaf and hard of hearing (Bateman, 1991, DuBow, 1986, Gardner, 1985). Simply stated, the problem was that deaf and hard of hearing students generally do not possess adequate civic and legal literacy skills to become fully mainstreamed in society as educated, informed and active citizens. The strategy chosen by this writer to solve this problem involved implementing a law-related education program using a curriculum based on the United States Constitution and Bill of Rights, written specifically for deaf and hard of hearing students.

The outcome measures were as follows:

Outcome Measure 1. By the end of the implementation period, a national model for utilizing law-related education with deaf and hard of

hearing students will be in use in the writer's organization and available for replication by state law-related education coordinators. Outcome 1 was achieved. After developing the model including teacher training law-related education curriculum and teacher support, state law-related education coordinators were informed of the program through newsletters, personal contacts, telephone communication and written correspondence. The writer conducted workshops at national law-related education conferences to inform others of the program. As a result, many state coordinators inquired about the project implemented at the schools involved with this practicum, and discussed ways to work with the writer in implementing the program in schools in their state.

Outcome measure 2. Students will be taught using the curriculum *Rights of the People* written for deaf and hard of hearing students covering the topic of the U.S. Constitution and Bill of Rights. The curriculum will be taught using effective law-related education teaching strategies including use of outside resource people, mock trials, case studies, brainstorming and cooperative learning. Students will experience small group participation and presentations involving peer teaching. Outcome 2 was achieved. Teachers used the curriculum *Rights of the People* in the classroom. The curriculum consists of ready to use teacher lesson plans with reproducible student handouts contained in a binder. Teachers were very pleased with the format of the materials stating the items in the lesson plan assisted them with writing IEP's for their students and in following school regulations about lesson plans for each class. They stated that because each lesson was complete in itself, they were able to hand it in to their principal for weekly or monthly lesson plan review. The objectives served as IEP objectives

and the learning competencies aided them in infusing the lessons into interdisciplinary classes.

Teachers used effective law-related education teaching strategies including use of outside resource people such as police officers; mock trials that combined outside resource people, typically lawyers, to serve as judges; and case studies where students had to express and defend opinions. Brainstorming, cooperative learning and small group participation were important to classroom instruction and proved to be a difficulty in two of the three schools. Students were not accustomed to speaking out in class at appropriate times, and offering their opinions and comments. Teachers had to provide experience and encouragement for students so they became familiar with participatory learning. Students also experienced peer teaching situations where they became the expert and presented information to the class. This occurred in activities such as case studies, where students in small groups would take a role on one side of the case (such as a witness, lawyer or defendant) and present their side to others in the class.

Part of the curriculum included a pre and post test. Teachers were requested to use the tests so a comparison could be made of scores before and after implementation. All teachers administered the pre test. Because of the success of the portfolio assessment at the end of the project, two teachers used those grades in place of a post test. Only one teacher administered both the pretest and post test. The activities of the class and hard work the teacher put into making the class a success can be seen in the change of scores between the pre and post tests. Results are represented in Table 1.

TABLE 1

Pre and Post Test Scores of Secondary Students
in a Residential School for the Deaf

Student	PreTest Score	PostTest Score
A	56	89
B	46	59
C	36	92
D	N/A	93
E	60	89
F	58	93
G	44	96

N=7

Outcome 3. Teachers will receive on-going support from the writer during implementation. Outcome 3 was achieved. Prior to implementation of this practicum, teachers received training at a two day intensive training conference. Once implementation of this practicum began, the writer supported teachers by initiating telephone communication, personal letters, further training conferences and on-site visits. Teachers were encouraged to write or call the writer with questions, concerns or news about their class. Communication occurred on an average weekly basis. The writer provided teachers with requested materials and assistance with ideas for outside resource persons and how to use them in the classroom. Once teachers became familiar with the process of using community resource people, they often called to discuss how to use a particular person that offered to speak with

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the class, and which lesson the visit would best enhance.

Site visits proved to be a very beneficial experience for the writer, teacher and students. The writer gained a first-hand look at the project in action. It was very important to see exactly what classroom resources were available, what type of school environment was present and the level of student performance. This provided the writer with information on how to better meet the needs of individual teachers. Teachers stated the visit was important to them because it showed real support by the writer. They stated that many times a new program is initiated by outside organizations, but rarely do they follow-up with support after initial implementation.

Teachers stated the site visits gave them an opportunity to show the levels of their students, and to show the creative work of putting reinforcing materials on bulletin boards and walls of the classroom. They also stated that time spent by the writer after class sessions to talk directly with teachers was beneficial. It provided them with the opportunity to ask questions about resources in the classroom, and have all the materials readily at hand. The writer was able to visit two of the three sites. The third site was not visited in person because of scheduling conflicts. The writer had visited the school previously, so was familiar with the school location, grounds and classroom layout. The teacher of this site and the writer communicated by telephone and correspondence to keep personal contact throughout implementation.

The second training opportunity was a two-day conference featuring more exposure to the curriculum and included teachers from sites in addition to the three involved in this practicum. The first day provided site teachers with additional workshops of their choice in

specific lessons from the curriculum. In addition, it provided them with a session on portfolio assessment and portfolio presentations, which was new information to the teachers. Evaluation comments from teachers about the portfolio session are given in Table 2.

TABLE 2

Portfolio Session
Teacher Evaluation Comments

Teacher	Comments
A	Will use portfolio assessment (with modifications) as an evaluative technique.
B	Could be used as a learning activity packet.
C	Portfolio assessment sounds great theoretically but may be quite difficult for deaf students with reading disabilities.

N=3

The second day of the conference provided another lesson experience from the curriculum and a session dedicated to peer presentations by site teachers. The lesson presented was from unit two *Bill of Rights in Action*, a case study based the case of *In re: Gault* that concerns the Fourteenth Amendment and due process rights of juveniles. Evaluation results from this session are represented in Table 3.

TABLE 3

Conference Evaluation: *In re: Gault* Session

Given Statement	SA	A	D	SD
This was a valuable session.	8	8	0	0
The material was presented in a clear manner.	8	8	0	0
This will assist me in setting up and teaching the materials.	5	11	0	0
What suggestions do you have for improvement?				
-Great lesson, this will really turn on my students.				
-It would have been nice to have the curriculum ahead of time, all of this would have made more sense.				
-More time needed for group discussions.				

SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree
N=16

The remainder of the morning was spent talking about actual implementation of the curriculum. This session included presentations by teachers sharing their classroom experiences with opportunities for questions and discussions of what worked, what did not work and unique ideas teachers or students developed. Teachers stated they valued the opportunity to share their classroom experience with others, ask questions and gain ideas from other teachers. Some time was spent discussing an Action Plan that teachers completed once they returned home that was an estimate of what they hoped to accomplish the rest of the school year. Evaluation results from teachers in sharing sessions are represented in Table 4.

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TABLE 4

Conference Evaluation

SHARING SESSION I				
Given Statement	**S A**	**A**	**D**	**S D**
This was a valuable session.	9	6	0	0
The material was presented in a clear manner.	6	9	0	0
This will assist me in setting up and teaching the materials.	7	8	0	0
What suggestions do you have for improvement?				
-Need more time to ask each other questions about how various potential problems, etc. were handled. We started to get into it. Plus grouping according to similarity of teaching situation.				
-If everyone had gotten into their curriculum maybe there would be more sharing, in small groups with different curriculum?				
-Not enough sharing.				
ACTION PLAN-SMALL GROUPS-SESSION II				
This was a valuable session.	4	2	0	0
The material was presented in a clear manner.	4	2	0	0
This will assist me in setting up and teaching the materials.	4	2	0	0
What suggestions do you have for improvement?				
-No time for this, feel rushed!				
-Really wish we had an opportunity to talk with colleagues.				

conti.

SHARING GROUP WORK SESSION III				
This was a valuable session.	7	4	0	0
The material was presented in a clear manner.	6	4	1	0
This will assist me in setting up and teaching the materials.	6	5	0	0
What suggestions do you have for improvement?				
-The sharing among teachers was excellent. The visual sharing of program implementation was very useful.				
-Post all materials we used with our students on the wall early (first day) then discuss next day so all of us can see them in 2 days.				
-Would like some sharing time on signs to use.				
-Great fun. Rarely do we have any opportunity to do this.				

SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree
Session I-N=15; Session II-N-6; Session III-N=11

After the spring training conference, writer support continued in the form of telephone communication and written correspondence. Additional assistance was given to teachers, as needed, as they planned their major presentation at the Summer Institute to be held after implementation of this practicum.

Discussion

This practicum led to achievement of specific objectives set forth before implementation began. The goal of this practicum was to improve civic and legal literacy skills of secondary level deaf and hard of hearing students. This was accomplished using a specialized curriculum based on the U.S. Constitution and Bill of Rights, written with appropriate reading and language levels for this population of students. Teachers

often have difficulty finding civic and legal materials appropriate for secondary students with reading and language levels in the low to middle elementary grades. While appropriate reading and language levels are found in some materials, they tend to be too elementary in appearance for use with secondary level students. Materials that appear appropriate for the age group, tend to have upper grade level reading and language levels difficult for students to comprehend. For this reason, newly written materials were used for implementation in this practicum.

The curriculum was written in lesson plan format with reproducible student handouts. Each lesson is complete and many can serve as a stand alone lesson, something teachers said they liked. Teacher input resulted in an unexpected outcome regarding the curriculum. Teachers spent nearly as much time commenting on the format of the lessons as they did about the content. Clearly, ease of use is very important in implementing a new program. Teachers were already timid approaching a content area they felt insecure teaching and indicated they did not need to be searching through a vague lesson plan format for instructions.

The training and on-going support provided to teachers was found to be necessary and valuable. Teachers commented that law-related education methodologies and teaching strategies were not only successful with their students, but very effective in linking IEP objectives with interdisciplinary teaching. It was as though this project gave teachers permission to be innovative and use teaching strategies not generally found in the traditional classroom. This was surprising to the writer because these teachers are experienced in teaching this population of students; yet, they did not use many experiential teaching methods and outside resource persons in the classroom, even though

they expressed knowledge that experience was the best way these students learn.

In the beginning of implementation, teachers reported difficulty in getting students to actively participate in class activities. When working cooperatively and in small groups in the beginning, teachers reported students often wanted to complete the handouts by writing answers independently rather than discussing together and having one person assigned as the recorder and one as the reporter. This was a difficulty teachers were not expecting. To overcome this obstacle, all three teachers continued with the curriculum and adapted activities as necessary if students had difficulty. Adaptation of the curriculum is encouraged due to the individualization necessary for students who are deaf and hard of hearing. One thing teachers did not reduce was the experiential nature of the lessons. Once teachers realized how effective participatory methods were, they often adapted lessons to include role-plays or mock trials not included in the lesson plan to increase understanding of students.

Experiential learning activities were effective because all students were involved and responsible for presenting material to the whole class. Fruchter, Wilbur & Fraser (1984) and McNeill & Harper (1991) suggest experiential learning is effective when teaching idiomatic expressions, and abstract concepts to students who are deaf and hard of hearing. Civic and legal concepts are often abstract, containing jargon and difficult vocabulary. Gardner (1985), for example, states the Miranda Warnings are difficult to understand for some people who are deaf because of the complex vocabulary and language level. For this reason, methodologies incorporating participatory learning activities and real world experiences

seem especially applicable to these students.

Teachers and students were creative in their use of media to enhance lesson topics. The use of yarn connected between Constitutional Amendments and printed media such as articles, pictures, or cartoons by the class on the West coast, demonstrated a linkage of today's news to Constitutional issues. Use of media in this manner provides visual cues for learning serving as a ready reference always within view on the wall and a relevant way to infuse the Constitution into current events. Otto (1990) suggests that students need to relate current events to Constitutional issues to improve citizenship literacy. Students presented media samples to the class and discussed the relationship to the Constitution giving them public speaking experience. Professional newspaper and television reporters provided students first hand experience with careers in the media. Students had the opportunity to see them in action and discuss careers with visitors in the classroom.

Another unexpected outcome of this practicum was the way it was embraced by teachers in the three schools. All three teachers were very enthusiastic and excited to be part of such a project because the materials were so relevant for their students. Administrative support was high and was present at all levels. This occurred after an initial problem when two sites initially chosen for participation in this practicum withdrew from the project. Withdrawal was due to unexpected school restructuring and changes in teaching assignments due to budget constraints, and students moving or leaving school. To deal with this unexpected occurrence, alternate sites were selected and are described in this report.

An outgrowth of this practicum not formally addressed as a specific

outcome was institutionalization of the project at the residential school. The teacher immediately grasped the philosophy of law-related education and returned to the school and requested to change an elective course for second semester to a law-related education class. The change was approved and a law-related education class was taught. The teacher, curriculum specialist, and principal thought the content of the course so important to the education of students that an additional section of the class is scheduled for next school year. The curriculum specialist also attended training conferences. The reason for that was twofold. First was to provide on-site support for the teacher during this project. Second was to learn new methodologies and teaching strategies to apply to other content areas and other classes. The profound impact this project has had at that school was not anticipated.

The outcome of institutionalizing this project at this site will be more students aware of their civic and legal rights and responsibilities under the law, producing active, participating adult citizens. This will hopefully lead away from the feeling of 'civic disenfranchisement' that Bateman (1991) speaks of where " . . . deaf adults feel they have little voice in the decision-making processes that would involve their political, social and economic futures." Educated students experience and learn first hand, the significance of their involvement in issues that impact the whole community, rather than caring only about 'deaf issues' discussed by Bateman (1991). While these ideals are possible at all three schools, the residential school has embraced the project with total commitment from administrators down to teachers and students making greater impact possible.

Another positive outcome of this practicum was teacher and

student exposure to portfolio assessment. Teachers commented they were skeptical at first, but when they began to see the excitement in their students stemming from having some control over one of their grades, they worked harder at making the portfolio experience a positive one for the students. Teachers report that students first thought a portfolio was just like an oral report on current events or some other topic. They thought it was an easy grade with minimal work involved, especially with guidelines given in the portfolio criteria charts (see Appendix E).

Most of the students chose the grade of A or B, but once they began collecting items on the chart soon changed their minds about how easy the grade would be. By the time portfolio presentations were given, at the end of this practicum, many students thought it was a great deal of work because they had to make the linkage between their items and the Constitution which seemed to them more difficult than a topical report. After portfolio presentations, however, students felt self-confident about their oral presentation and their skills of collecting and explaining their best work in public. Most students want to continue class use of portfolio assessment and portfolio presentation in class. Teachers stated they learned a great deal about the process, especially from the presentations. It seemed that after the portfolio presentations teachers were better able to relate the difference between an oral report or project, and portfolio assessment. Each teacher commented they will continue to use portfolio assessment with their class in the future because it was so effective in teaching the students to see Constitutional issues in daily life. Use of videos of portfolio presentations will be helpful in the future when training new teachers joining the project.

An unexpected outcome of the portfolio experience was the fact

that two of the three classes had such positive portfolio experiences that the teachers did not administer the post test at the end of the project. This posed an obstacle for the writer because there was no pre- post test comparison available for two of the three classes. The teacher that did administer the post test also had a positive portfolio experience, but wanted closure to the project so administered the test anyway. The results proved very interesting with great improvement on the post test after the curriculum was presented (see Table 1). While one class does not give an accurate indication of all results, it does show the potential for such a program.

The writer reviewed teacher comments and student materials to see if any information was common to all three sites. Several things were found to be common. First, the format of the lessons and the reading and language level of student handouts were very useful to the teachers; second, once students became accustomed to a participatory classroom learning environment, they responded very well and became involved in the lessons; third, all three teachers found portfolio assessment to be more effective than they had anticipated, and all plan to continue its use; and fourth, students liked collecting portfolios and the ability to have some control over what grade they wanted to work for and what they chose to include in their portfolio. Portfolio assessment was so embraced by these three teachers and their students that all but one teacher allowed the portfolio presentation to be the final grade instead of the post test.

One unforeseen obstacle for the writer was the amount of time needed to train and educate teachers involved in this practicum. Special education teachers generally are not trained to teach content area

subjects during preservice preparation. Most classroom time is spent on remediation of skills, especially reading, and language. Because of this, teachers lacked the confidence to teach law-related topics. Training sessions and follow-up communication had to be adjusted during the sessions to allow more time for discussion, questions and review. One comment present in nearly all conference evaluations was the need for more time. The writer underestimated the amount of time needed for questions and discussion of administrative issues such as portfolio assessment, action plans and sharing of ideas and content questions dealing with legal concepts, cases, and the legal process. Teachers clearly indicated the need for more time to share ideas and resources and network together as a group. Several commented that teachers rarely get an opportunity to know other teachers from across the country on a personal level and they valued the chance to network together.

Once the time issue was realized by the writer, teacher training and support became more effective. The writer was able to anticipate some areas of confusion and scheduled additional time to allow for complete understanding by the teachers. Some confusing topics such as case studies were addressed purposely to clear up questions and concerns before teachers tried to teach the lesson. This proved effective because teachers became more self-confident as implementation progressed and indicated they are better prepared to teach the materials next school year.

In summary, it appears this model for teaching civic and legal literacy skills to students who are deaf and hard of hearing is appropriate in the school setting. These students generally do not receive the information from the regular classroom largely because reading and

language levels are inappropriate. The participatory methods used in the curriculum appear effective with students. In a properly implemented program it is possible for school officials to see the value and impact of such education on students and to provide support to institutionalize the program throughout the school. It is also apparent that on-going teacher training and support are an important component of a successful program. Teachers develop self-confidence and new teaching skills when they have support available to assist them when the need arises. The writer receives large numbers of inquiries about the project from schools around the country. It appears there is great interest and a tremendous need for such a program in other schools.

Recommendations

An important recommendation for effective use of this program model is to provide additional opportunities for teachers to meet to network and share ideas and resources. Teachers involved in this project had three such opportunities, one prior to, one at mid-point and one after the implementation period of this practicum. Although it is difficult in the economic climate of today to provide opportunities for teachers from across the country to meet, it is an invaluable learning experience. Funds should be found for travel, lodging, and teacher release time.

Important to successful implementation in a school is a relationship with the State Law-Related Education Coordinator. Teachers or school officials should be encouraged to participate in conferences at the state level to have contact with others outside their school district. Such contact often provides renewal and new skills for

teaching this material. An important outcome of networking with other law-related education professionals is the opportunity to stay abreast of current trends, issues, and changes in law and government without having to sort through the information individually. This can be important to special education teachers who frequently do not have the time, level of understanding, or resources to stay informed about current changes.

Another recommendation is development of relationships with community businesses to serve as classroom resources and mentors. This could be especially effective if some of the resource people and mentors were themselves deaf or hard of hearing. Students would see positive role models and develop a valuable relationship with an adult they can relate to.

In addition to providing opportunities for teachers to come together, it is important to provide similar opportunities for students. A conference for students may not be feasible because of the financial burden, but a conference using telecommunications and computer technology is very possible. Distance learning via the computer, where students in classrooms across the country can discuss a case or issues would be very positive. Students would be able to communicate with others like them in different geographic locations providing interdisciplinary teaching opportunities including geography, language, communication and writing skills. Computer bulletin board systems are another possibility for student networking. They could contact the writer through NICELNET on the Compuserve system and download and upload law-related education lessons, cases and other pertinent information. The writer plans to pursue this as the next step in furthering this model.

Dissemination

The writer will disseminate this practicum report to colleagues at the employing organization. It will also be made available to the organization's clearinghouse of materials.

A copy of this report will be forwarded to the U. S. Department of Education and the Commission on the Bicentennial of the U.S. Constitution; federal agencies funding the project, as part of reports submitted by the writer.

Teachers and schools involved in this practicum will be notified about this report and will receive a copy of if requested. Other teachers involved in the program but not part of this practicum will also be notified about this report and will receive a copy if requested.

Announcement of this report will be sent to the American Bar Association (ABA), Special Committee on Youth Education for Citizenship (YEFC) for use in their National Law-Related Education Resource Center. The author will discuss with the ABA the possibility of publishing an article based on the practicum in the *LRE Project Exchange* and the *ABA Journal*. The writer will also submit a proposal to present this report at the annual Law-Related Education Leadership Seminar held in January of each year and hosted by the ABA/YEFC.

An announcement of the report will be made through NICELNET, a network on the Compuserve computer bulletin board system. This is the law-related education network on the system and is available to people around the world.

A letter of information about this report will be sent to several key Congressional officials serving on Committees for disability issues, special education, and law-related education. The writer has served as a

resource to some members of Congress and the letter will serve as an update and informative resource for elected officials. Copies of the report will be sent if requested.

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APPENDIX A

ACTIVITIES SCHEDULE

12 WEEK CURRICULUM ♦ ACTIVITIES SCHEDULE

	Week 1	Weeks 2-5	Weeks 6-10	Weeks 11-12
Task 1	Discussion: background information on Constitution and Bill of Rights in preparation for pretest	Continuation of curriculum. a) Minimum of 2 lessons per week. b) Review and preteach concepts and vocabulary. c) Begin use of resource persons.	Continuation of curriculum, minimum of 2 lessons per week.	Student portfolio presentations. a) Videotaped with copy sent to PC. b) Minimum of 5 min. in length. c) Portfolios sent to PC (returned later) d) Private evaluation using criteria chart of presentation b/w student and teacher.
Task 2	Administer pretest.	Discussion of student portfolios. a) Discuss portfolio. b) Review portfolio criteria and progress charts. c) Students to complete progress chart weekly.	Students to complete portfolio progress chart weekly.	Written post-test administered, corrected, discussed with students, sent to PC.
Task 3	Correct pretest and review with class.	Project coordinator(PC) to receive pretest copies. Begin data collection.	Students expand LRE methodology experience.	Student opinion questionnaire completed by students.
Task 4	Send copies of pretest to project coordinator.	PC to initiate communication with teachers.	Videotape some class sessions preparing students for taped portfolio presentations.	PC to evaluate all data and materials from project.
Task 5	Teach first lesson.	Revision of curriculum as necessary from teacher comments.	Use of resource persons and current events expanding curriculum.	PC to begin final report.
Task 6	Preteach new concepts and vocabulary.	Begin PR effort.	On-site visit scheduled by NICEL staff.	
Task 7	Begin curriculum evaluation (pretest, lesson 1).		Continue PR effort.	
Task 8			PC to monitor and document proceedings of project.	

BEST COPY AVAILABLE

APPENDIX B

PRETEST

DRAFT

Name: _____ Date: _____

RIGHTS OF THE PEOPLE PRETEST

I. Fill in the blank with the correct answer. (2 points each)

laws	liberty	democracy	jury
privacy	enforce	responsibilities	voting
Congress	Judicial Branch	Senate	rights
Constitution	Bill of Rights	U.S. Supreme Court	
Preamble	government	House of Representatives	

---

1. Societies need laws to make their lives better, more orderly and safe, and protect the _____ of the people.
2. A _____ is a group of ordinary citizens brought together to decide the facts of a case in court.
3. The _____ (courts) of the government makes laws through its rulings when it interprets the Constitution or the meaning of a law.
4. When the _____ rules on a case, all lower courts in the country must follow their decision.

laws	liberty	democracy	jury
privacy	enforce	responsibilities	voting
Congress	Judicial Branch	Senate	rights
Constitution	Bill of Rights	U.S. Supreme Court	
Preamble	government	House of Representatives	

---

5. The _____ includes the first 10 amendments to the Constitution.

6. _____must be fair, clearly stated and enforceable.

7. In a _____ decisions are made by majority rule.

8. _____ is a way for people to make their choice and show majority rule.

9. The Constitution is our plan of government in the United States identifying areas _____has authority to make laws.

laws	liberty	democracy	jury
privacy	enforce	responsibilities	voting
Congress	Judicial Branch	Senate	rights
Constitution	Bill of Rights	U.S. Supreme Court	
Preamble	government	House of Representatives	

---

10. With the rights provided by the Constitution also come _____ .

11. The 2 houses of Congress are the _____ and the _____.

12. The introduction of the Constitution is called the _____ and begins with the words "We the people."

==========

II. Short Answer: Write a paragraph or two about the following ideas. (12 points each)

1. Explain what you think the U.S. Constitution is and what it does.

2. A friend tells you they think their right of freedom of speech was violated because their principal would not let them print an article about teen alcohol abuse in the school newspaper. Are your friend's rights violated and what could your friend do?

3. Name at least three freedoms or rights that Americans have that are guaranteed by the Constitution. Give examples of them and tell why they are important to you.

III. Idea Map

In the space below, make an idea map of concepts, words, ideas or other things that you think of when you think about the word law. You will explain your ideas to your teacher when you are finished. See the example given below.

Grading: Your Idea Map will be graded as follows:

Maximum total of 40 points.

Each main branch = 3 points

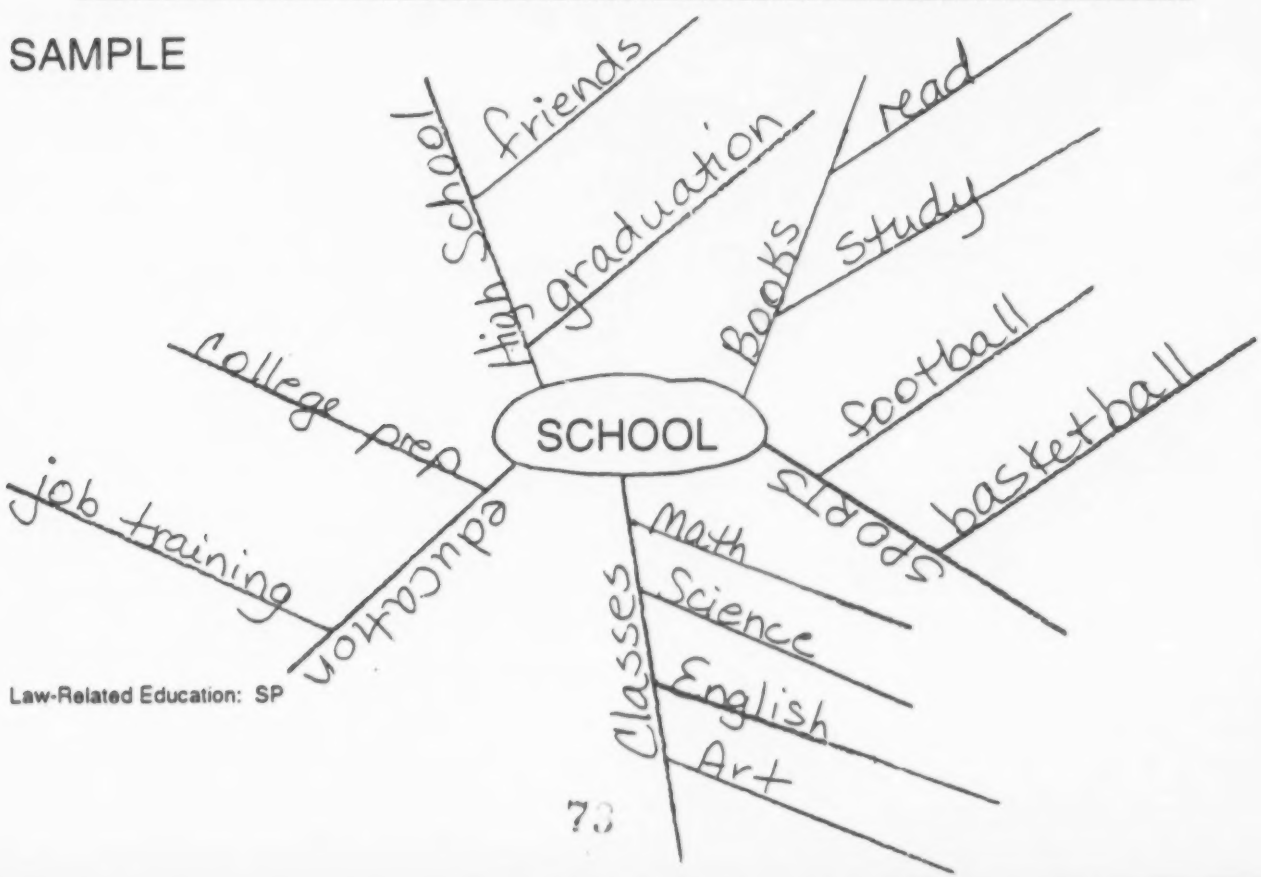
Each sub-branch = 2 points

Explanation to teacher = 5 points

40 points

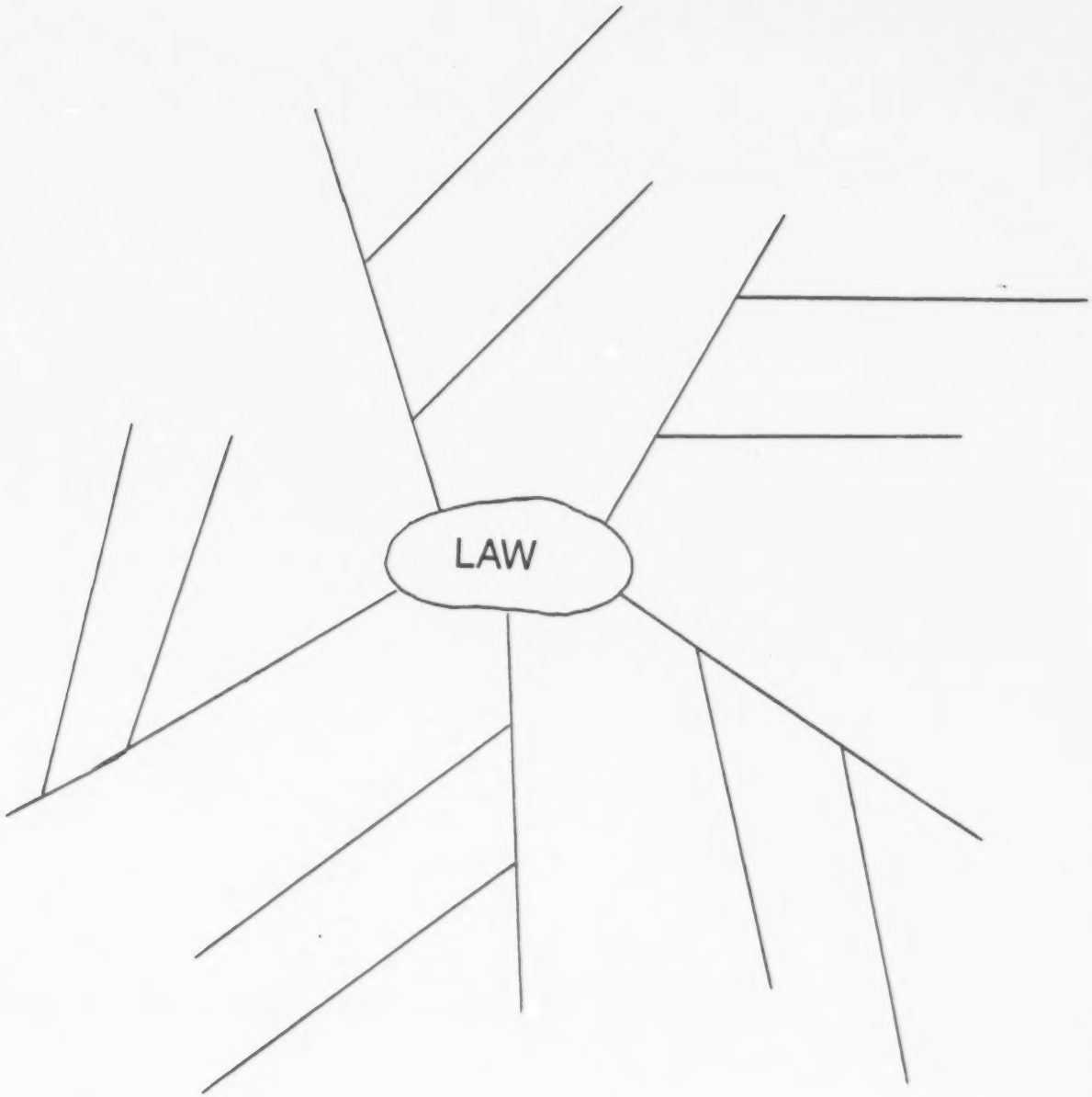
==========

SAMPLE



DRAFT

YOUR TURN-IDEA MAP



DRAFT

Name: _____ Date: _____

RIGHTS OF THE PEOPLE PRETEST -*Answer Key*

I. Fill in the blank with the correct answer. (*2 points each*)

laws	liberty	democracy	jury
privacy	enforce	responsibilities	voting
Congress	Judicial Branch	Senate	rights
Constitution	Bill of Rights	U.S. Supreme Court	
Preamble	government	House of Representatives	

---

1. Societies need laws to make their lives better, more orderly and safe, and protect the rights of the people.
2. A jury is a group of ordinary citizens brought together to decide the facts of a case in court.
3. The Judicial Branch (courts) of the government makes laws through its rulings when it interprets the Constitution or the meaning of a law.
4. When the U.S. Supreme Court rules on a case, all lower courts in the country must follow their decision.

laws	liberty	democracy	jury
privacy	enforce	responsibilities	voting
Congress	Judicial Branch	Senate	rights
Constitution	Bill of Rights	U.S. Supreme Court	
Preamble	government	House of Representatives	

---

5. The Bill of Rights includes the first 10 amendments to the Constitution.

6. Laws must be fair, clearly stated and enforceable.

7. In a democracy decisions are made by majority rule.

8. Voting is a way for people to make their choice and show majority rule.

9. The Constitution is our plan of government in the United States identifying areas Congress has authority to make laws.

10. With the rights provided by the Constitution also come responsibilities.

11. The 2 houses of Congress are the Senate and the House of Representatives. *NOTE* - accept these answers in any order.

12. The introduction of the Constitution is called the Preamble and begins with the words "We the people."

==========

II. Short Answer: Write a paragraph or two about the following ideas. (*12 points each - use your discretion, students should include basic concepts and ideas for each to receive the maximum points*)

1. Explain what you think the U.S. Constitution is and what it does.

2. A friend tells you they think their right of freedom of speech was violated because their principal would not let them print an article about teen alcohol abuse in the school newspaper. Are your friend's rights violated and what could your friend do?

3. Name at least three freedoms or rights that Americans have that are guaranteed by the Constitution. Give examples of them and tell why they are important to you.

DRAFT

III. Idea Map (*40 points total - see below. As students finish, they should bring their papers to you and explain their Idea Map. Take notes about what the student says or tape record their response. This is an important step in the Idea Map concept because students often have the knowledge, but lack the skill to express themselves on paper. By hearing their explanation of their work, you gain insight into their base knoweldge.*)

In the space below, make an idea web of concepts, words, ideas or other things that you think of when you think about the word law. You will explain your ideas to your teacher when you are finished. See the example given below.

Grading: Your Idea Map will be graded as follows:

Maximum total of 40 points.

Each main branch = 3 points

Each sub-branch = 2 points

Explanation to teacher = 5 points

40 points

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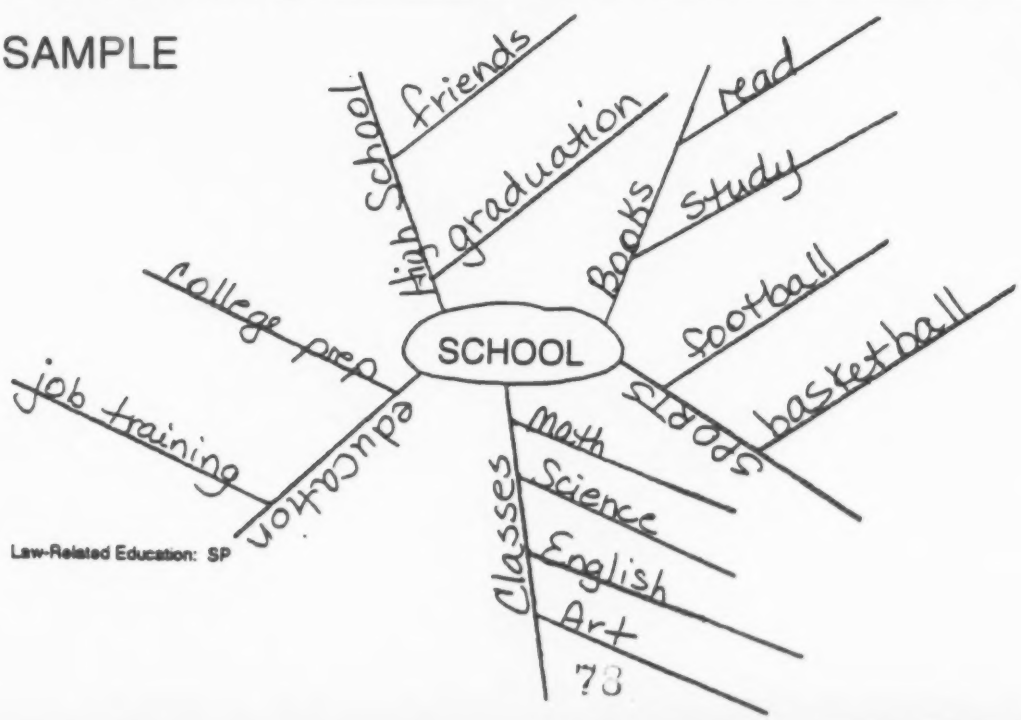
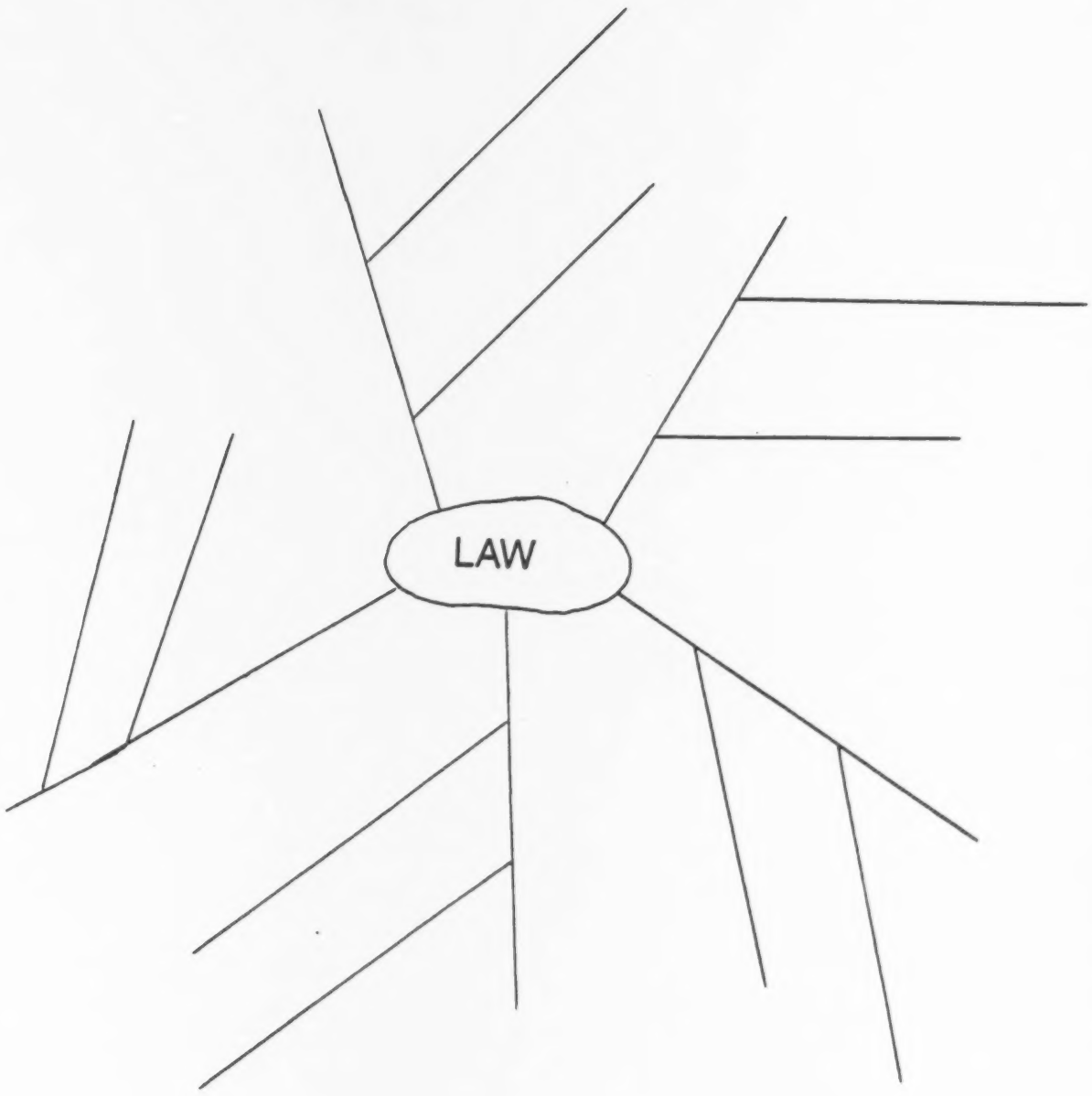


YOUR TURN-IDEA MAP



APPENDIX C

POST TEST

DRAFT

Name: _____ Date: _____

RIGHTS OF THE PEOPLE POST TEST

I. Fill in the blank with the correct answer. (2 points each)

laws	liberty	democracy	jury
privacy	enforce	responsibilities	voting
Congress	Judicial Branch	Senate	rights
Constitution	Bill of Rights	U.S. Supreme Court	
Preamble	government	House of Representatives	

---

1. Societies need laws to make their lives better, more orderly and safe, and protect the _____ of the people.

2. A _____ is a group of ordinary citizens brought together to decide the facts of a case in court.

3. The _____ (courts) of the government makes laws through its rulings when it interprets the Constitution or the meaning of a law.

4. When the _____ rules on a case, all lower courts in the country must follow their decision.

laws	liberty	democracy	jury
privacy	enforce	responsibilities	voting
Congress	Judicial Branch	Senate	rights
Constitution	Bill of Rights	U.S. Supreme Court	
Preamble	government	House of Representatives	

---

5. The _____ includes the first 10 amendments to the Constitution.

6. _____must be fair, clearly stated and enforceable.

7. In a _____ decisions are made by majority rule.

8. _____ is a way for people to make their choice and show majority rule.

9. The Constitution is our plan of government in the United States identifying areas _____has authority to make laws.

laws	liberty	democracy	jury
privacy	enforce	responsibilities	voting
Congress	Judicial Branch	Senate	rights
Constitution	Bill of Rights	U.S. Supreme Court	
Preamble	government	House of Representatives	

---

10. With the rights provided by the Constitution also come _____ .

11. The 2 houses of Congress are the _____ and the _____.

12. The introduction of the Constitution is called the _____ and begins with the words "We the people."

==========

II. Short Answer: Write a paragraph or two about the following ideas. (12 points each)

1. Explain what you think the U.S. Constitution is and what it does.

2. A friend tells you they think their right of freedom of speech was violated because their principal would not let them print an article about teen alcohol abuse in the school newspaper. Are your friend's rights violated and what could your friend do?

3. Name at least three freedoms or rights that Americans have that are guaranteed by the Constitution. Give examples of them and tell why they are important to you.

III. Idea Map

In the space below, make an idea map of concepts, words, ideas or other things that you think of when you think about the word law. You will explain your ideas to your teacher when you are finished. See the example given below.

Grading: Your Idea Map will be graded as follows:

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Explanation to teacher = 5 points

40 points

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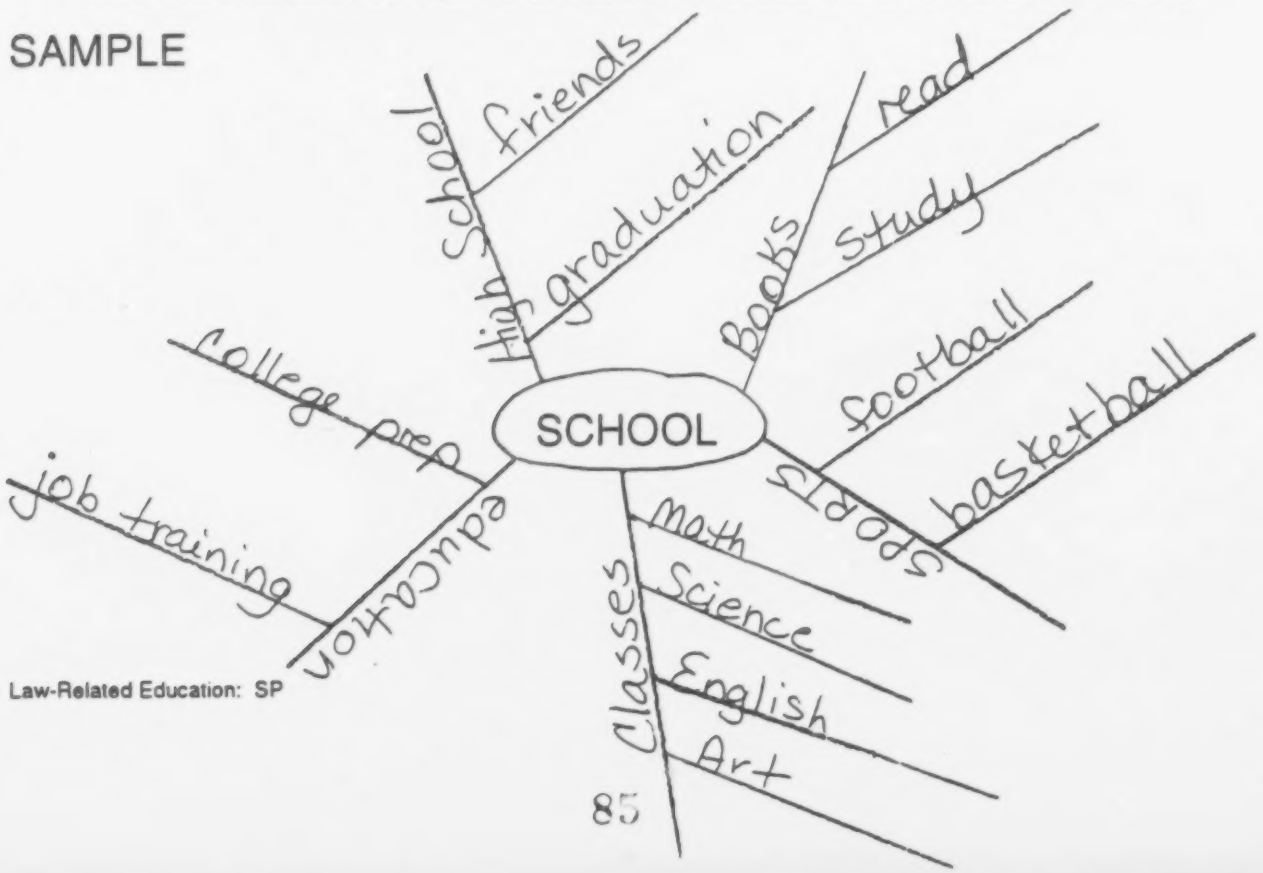

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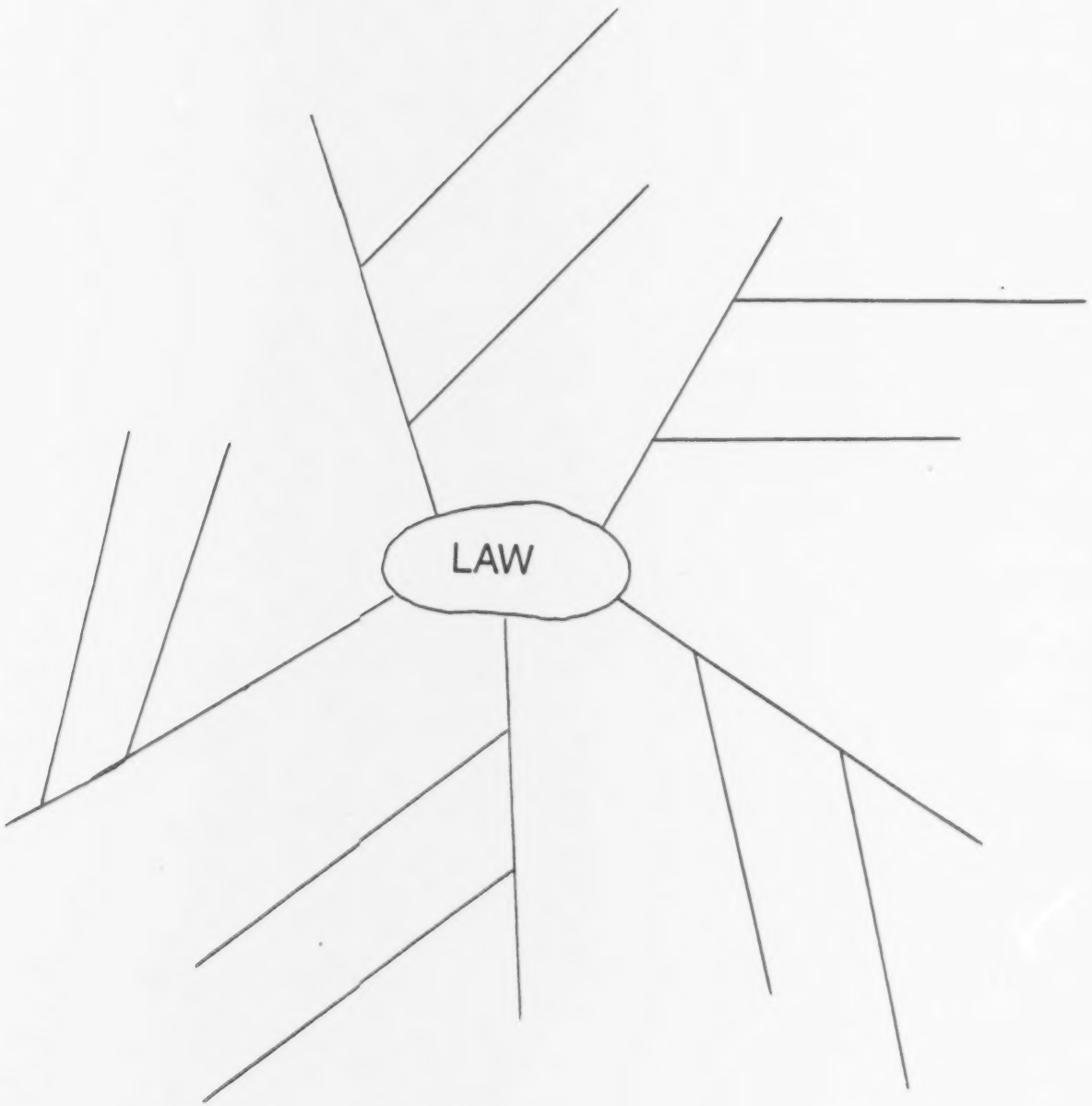
YOUR TURN-IDEA MAP



DRAFT

Name: _____ Date: _____

RIGHTS OF THE PEOPLE POST TEST -*Answer Key*

I. Fill in the blank with the correct answer. (*2 points each*)

laws	liberty	democracy	jury
privacy	enforce	responsibilities	voting
Congress	Judicial Branch	Senate	rights
Constitution	Bill of Rights	U.S. Supreme Court	
Preamble	government	House of Representatives	

---

1. Societies need laws to make their lives better, more orderly and safe, and protect the rights of the people.
2. A jury is a group of ordinary citizens brought together to decide the facts of a case in court.
3. The Judicial Branch (courts) of the government makes laws through its rulings when it interprets the Constitution or the meaning of a law.
4. When the U.S. Supreme Court rules on a case, all lower courts in the country must follow their decision.

laws	liberty	democracy	jury
privacy	enforce	responsibilities	voting
Congress	Judicial Branch	Senate	rights
Constitution	Bill of Rights	U.S. Supreme Court	
Preamble	government	House of Representatives	

---

5. The Bill of Rights includes the first 10 amendments to the Constitution.

6. Laws must be fair, clearly stated and enforceable.

7. In a democracy decisions are made by majority rule.

8. Voting is a way for people to make their choice and show majority rule.

9. The Constitution is our plan of government in the United States identifying areas Congress has authority to make laws.

10. With the rights provided by the Constitution also come responsibilities.

11. The 2 houses of Congress are the Senate and the House of Representatives. *NOTE* - accept these answers in any order.

DRAFT

12. The introduction of the Constitution is called the Preamble and begins with the words "We the people."

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II. Short Answer: Write a paragraph or two about the following ideas. (*12 points each - use your discretion, students should include basic concepts and ideas for each to receive the maximum points*)

1. Explain what you think the U.S. Constitution is and what it does.

2. A friend tells you they think their right of freedom of speech was violated because their principal would not let them print an article about teen alcohol abuse in the school newspaper. Are your friend's rights violated and what could your friend do?

3. Name at least three freedoms or rights that Americans have that are guaranteed by the Constitution. Give examples of them and tell why they are important to you.

DRAFT

III. Idea Map (*40 points total - see below. As students finish, they should bring their papers to you and explain their Idea Map. Take notes about what the student says or tape record their response. This is an important step in the Idea Map concept because students often have the knowledge, but lack the skill to express themselves on paper. By hearing their explanation of their work, you gain insight into their base knoweldge.*)

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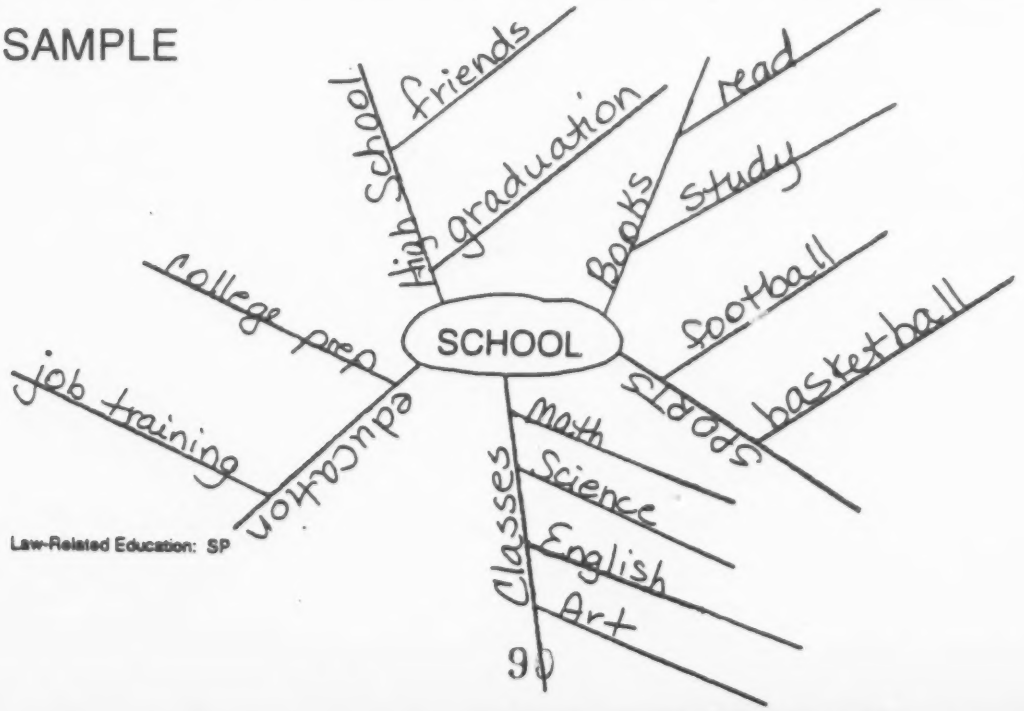
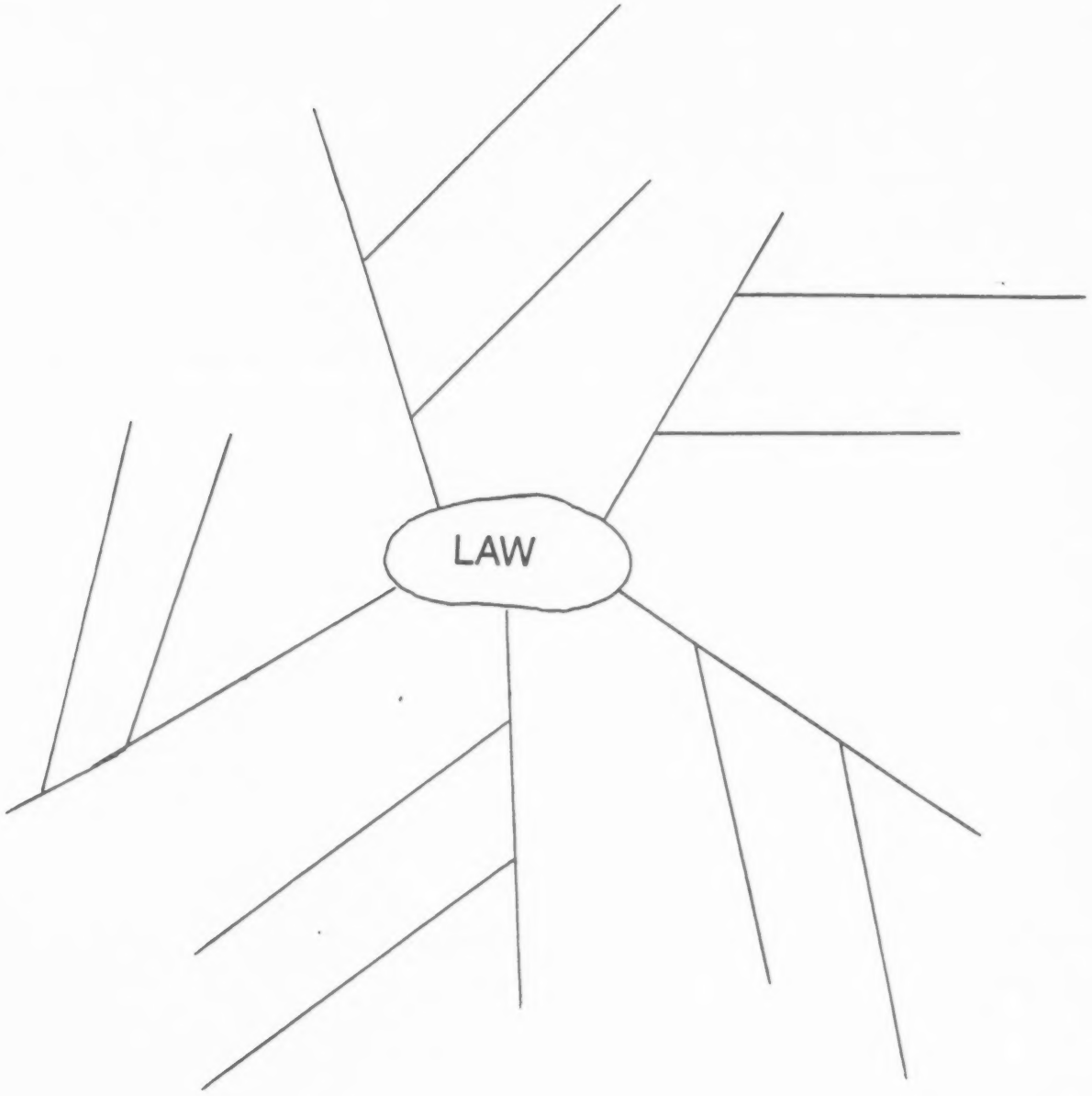


DRAFT

YOUR TURN-IDEA MAP



APPENDIX D

CURRICULUM EVALUATION FORM

CURRICULUM EVALUATION FORM

In an attempt to make this curriculum more useful to you and relevant to your students' needs, please complete this questionnaire and return to:

Wanda Routier, Program Director
National Institute for Citizen Education in the Law
711 G Street, SE
Washington, DC 20003

Curriculum (circle one) Street Law Rights of the People

Unit_____ Lesson Number_____ Lesson Topic_____

1. Was the lesson useful to your students? Did they participate?

2. Were the lesson presentation instructions explained adequately? Please be specific.

3. Did you have enough background information to carry out the lesson? Please be specific.

4. Did you use a resource person with the lesson? How did it work?

5. What were the strengths and weaknesses of the lesson? Do you recommend any changes? Please be specific.

Thank you for taking the time to complete this evaluation. Your comments will help improve this curriculum.

APPENDIX E

PORTFOLIO CRITERIA CHART

PORTFOLIO CRITERIA CHART

Directions:

WHO	All students.
WHAT	Collect materials in your portfolio about issues in the Constitution and Bill of Rights. Things like: * newspaper or magazine articles * books or stories * journals or things you write * cartoons or advertisements * TV or radio news reports * artwork/drawings * interviews * songs * skits or role-plays * TV shows (videotape * other things you want to collect * BE CREATIVE!!
WHY	To show the different meanings, interpretations and influences the Constitution and Bill of Rights has had on the U.S.A., society and/or individual people. *Everything you include **must** be related to the Constitution and the Bill of Rights.* Be prepared to tell how it is related and why you included it.
WHERE	Give a presentation of your portfolio to your class. You will be videotaped.
HOW	Choose the grade you want to receive and include in your portfolio and presentation, everything listed for that grade. Use the portfolio chart to show your progress.
WHEN	The date of my portfolio presentation is _____.

***NOTE**: YOU MAY NOT SUBSTITUTE ITEMS WITHOUT SPECIAL PERMISSION FROM YOUR TEACHER.*

PORTFOLIO CRITERIA CHART - GRADES

Decide which grade you want to receive. Make sure you include everything listed here in your portfolio and presentation.
I choose grade _____.

FOR GRADE A	
For each item, you must say how the item is related to the Constitution and/or Bill of Rights.	
Item 1	Portfolio presentation is longer than 5 minutes.
Item 2	At least 6 newspaper and/or magazine articles. Include the article and a written and oral summary of the article and why it is related to the Constitution and/or Bill of Rights.
Item 3	At least 4 TV or radio news stories. Include: * name of reporter, channel and station * date and time of broadcast * summary of the story and why it is related to the Constitution and/or Bill of Rights.
Item 4	At least 4 works you do yourself (writing, art, etc.). Include why it is related to the Constitution and/or Bill of Rights.
Item 5	At least 4 cartoons or advertisements about Constitutional issues. Include why it is related to the Constitution and/or Bill of Rights.
Item 6	At least 5 other things that you want to include telling why they are related to the Constitution and/or Bill of Rights.

FOR GRADE B	
For each item, you must say how the item is related to the Constitution and/or Bill of Rights.	
Item 1	Portfolio presentation is 5 minutes long.
Item 2	At least 5 newspaper and/or magazine articles. Include the article and a written and oral summary of the article and why it is related to the Constitution and/or Bill of Rights.
Item 3	At least 3 TV or radio news stories. Include: * name of reporter, channel and station * date and time of broadcast * summary of the story and why it is related to the Constitution and/or Bill of Rights.
Item 4	At least 3 works you do yourself (writing, art, etc.). Include why it is related to the Constitution and/or Bill of Rights.
Item 5	At least 3 cartoons or advertisements about Constitutional issues. Include why it is related to the Constitution and/or Bill of Rights.
Item 6	At least 4 other things that you want to include telling why they are related to the Constitution and/or Bill of Rights.

FOR GRADE C	
For each item, you must say how the item is related to the Constitution and/or Bill of Rights.	
Item 1	Portfolio presentation is 5 minutes long.
Item 2	At least 4 newspaper and/or magazine articles. Include the article and a written and oral summary of the article and why it is related to the Constitution and/or Bill of Rights.
Item 3	At least 2 TV or radio news stories. Include: * name of reporter, channel and station * date and time of broadcast * summary of the story and why it is related to the Constitution and/or Bill of Rights.
Item 4	At least 2 works you do yourself (writing, art, etc.). Include why it is related to the Constitution and/or Bill of Rights.
Item 5	At least 2 cartoons or advertisements about Constitutional issues. Include why it is related to the Constitution and/or Bill of Rights.
Item 6	At least 3 other things that you want to include telling why they are related to the Constitution and/or Bill of Rights.

FOR GRADE D	
For each item, you must say how the item is related to the Constitution and/or Bill of Rights.	
Item 1	Portfolio presentation is less than 5 minutes long.
Item 2	At least 3 newspaper and/or magazine articles. Include the article and a written and oral summary of the article and why it is related to the Constitution and/or Bill of Rights.
Item 3	At least 1 TV or radio news stories. Include: * name of reporter, channel and station * date and time of broadcast * summary of the story and why it is related to the Constitution and/or Bill of Rights.
Item 4	At least 1 work you do yourself (writing, art, etc.). Include why it is related to the Constitution and/or Bill of Rights.
Item 5	At least 1 cartoon or advertisement about a Constitutional issue. Include why it is related to the Constitution and/or Bill of Rights.
Item 6	At least 2 other things that you want to include telling why they are related to the Constitution and/or Bill of Rights.

FOR FAILING GRADE
No portfolio and no portfolio presentation.

APPENDIX F

STUDENT PORTFOLIO CHART

STUDENT PORTFOLIO CHART

NAME _____ GRADE CHOSEN _____

PRESENTATION DATE _____ GRADE RECEIVED _____

ITEMS	WEEK								COMMENTS	C	P
	1	2	3	4	5	6	7	8			
A											
1. Pres. over 5 mins.											
2. 6-news articles											
3. 4-TV/radio stories											
4. 4-your work											
5. 4-cartoons/ads											
6. 5-other items											
B											
1. Pres. 5 mins.											
2. 5-news articles											
3. 3-TV/radio stories											
4. 3-your work											
5. 3-cartoons/ads											
6. 4-other items											
C											
1. 5 mins.											
2. 4-news articles											
3. 2-TV/radio stories											
4. 2-your work											
5. 2-cartoons/ads											
6. 3-other items											

Pres. = Presentation
C = Collected
P = Presented

ITEMS	WEEK								COMMENTS	C	P
	1	2	3	4	5	6	7	8			
D											
1. Pres. less than 5 mins.											
2. 3-news articles											
3. 1-TV/radio story											
4. 1-your work											
5. 1-cartoon/ad											
6. 2-other items											
Fail = No portfolio											
No presentation											

Pres. = Presentation
C = Collected
P = Presented

APPENDIX G

STUDENT OPINION SHEET

STUDENT OPINION SHEET

CIRCLE ONE: This is my opinion about a :

RESOURCE PERSON FIELD TRIP UNIT OF STUDY

Date of event:_____ Topic or trip site:_____

Name of Resource Person:_____

Please write a short summary of the class session with the resource person, the field trip, or the unit you studied.

I discovered that . . .

I was surprised to learn . . .

I was disappointed to learn that . . .

The most interesting thing I learned was . . .

I would improve this by . . .

APPENDIX H

SITE AGREEMENT

NATIONAL INSTITUTE FOR
CITIZEN
EDUCATION
IN THE LAW

711 G STREET, SE
WASHINGTON, DC 20003
Voice: (202) 546-6644
TDD: (202) 546-7591
Fax: (202) 546-6649

Fay H. Williams, *Chair*
National Advisory Committee

INSTITUTE STAFF

Co-Directors
Jason Newman
Edward L. O'Brien

Associate Director
Lee Arbetman

Associate Director for Administration
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Deputy Director for Juvenile Justice
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Lissa Pierce

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Office Manager
Charlotte Melichar

Administrative Staff
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Sherri Singleton

D.C. STREET LAW PROJECT

Program Director
Richard L. Roe

Executive Assistant
Loretta C. Moss

Clinical Fellows
Justin Brooks
Ellen Marrus

February 24, 1992

Janet Smithe, Supervisor
Auditory Programs
850 Finger Dr.
Rockville, Maryland 20850

Dear Ms. Smithe:

I am pleased that you have agreed to join us in a pilot project for deaf and hard of hearing students. The project is outlined in the enclosed Site Agreement. Please sign and return a copy of the agreement as soon as possible.

Thank you very much for your interest in this project.

Sincerely,

Wanda J. Routier
Program Director
Law-Related Education for
Deaf and Hard of Hearing Students

NICEL is a project of the Consortium of Universities of the Washington Metropolitan Area
and is affiliated with Georgetown University Law Center

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NICEL/SITE AGREEMENT

The National Institute for Citizen Education in the Law (NICEL) and the

_____Schools will pursue a relationship to implement the following activities stated in a grant from the Commission on the Bicentennial of the U.S. Constitution. Both parties agree to participate in the following activities.

Grant Recipient: NICEL, Washington, D.C.

Duration: August 1, 1991-October 31, 1992.

Purposes: To develop a national curriculum for deaf and hard of hearing secondary level students about their rights and responsibilities under the Constitution and Bill of Rights, and to strengthen the capacity of teachers to teach about the Constitution and Bill of Rights.

Site: _____
School

_____
Address

_____

Participating Teacher(s):

_____

_____

Teacher Training:

-Two training workshops for 1 teacher leader from each pilot site. One two day initial workshop in December, 1991, and a one day workshop on April 4, 1992, after initial piloting of the curriculum.

-One on-site visit by NICEL staff.

-One three day summer institute for 50 teachers new to the curriculum. Trained teacher leaders to co-present at this institute.

-A one day follow-up conference in October, 1992 to debrief project experience.

NICEL is a project of the Consortium of Universities of the Washington Metropolitan Area
and is affiliated with Georgetown University Law Center

Field Testing of Curriculum: Teachers will teach the two unit curriculum starting in January, 1992. Materials will be provided by NICEL. Teachers will participate in evaluation of the curriculum to aid in improvement of the lessons.

Expenses:

For teacher training sessions (4) in Washington, D.C., NICEL will reimburse mileage costs at $.24 per mile for one teacher leader from local sites within a 75 mile radius of Washington, D.C. when an overnight stay is not required.

Mileage and per diem will be supplied for one teacher leader from sites within driving distance where an overnight stay is required.

Air fare and per diem will be provided for one teacher leader from schools outside the Washington metropolitan area.

A stipend of $500.00 will be provided for the teacher leader from each school district participating in this project.

It is possible for additional teachers and/or administrators to become involved in this pilot project; however, only one teacher will be sponsored and funded as stated above. Travel and other expenses of additional participants are the responsibility of the school district.

_____ _____

NICEL Representative/Title Date

_____ _____

School Representative/Title Date